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## TABLE OF CONTENTS

THE PREMARITAL INTERVIEW . . . . .	37
<i>S. Bernard Wortis, M.D.</i>	
DEVELOPMENT OF MARRIAGE COUNSEL OF PHILADELPHIA AS A COMMUNITY SERVICE, 1932-1940 . . . . .	40
<i>Emily Hartshorne Mudd and Elizabeth Kirk Rose, M.D.</i>	
PROBLEMS IN FAMILY RELATIONSHIPS AMONG YOUNG MARRIED ADULTS . . . . .	42
<i>C. Robert Pace</i>	
GIRL SCOUTS AS HOMEMAKERS . . . . .	44
<i>Mildred E. Mudd</i>	
THE NATURE OF FAMILY COUNSELING . . . . .	45
<i>Harriet R. Mowrer</i>	
REPORTS OF COMMITTEES	
Education for Marriage and the Family . . . . .	46
<i>Ernest R. Groves, Chairman</i>	
Eugenics and the Family . . . . .	49
<i>Frederick Osborn, Chairman</i>	
Marriage and Family Counseling . . . . .	51
<i>Emily H. Mudd, Chairman</i>	
Marriage and Family Law . . . . .	53
<i>Max Rheinstein, Chairman</i>	
Marriage and Family Research . . . . .	53
<i>Joseph K. Folsom, Acting Chairman</i>	
Problems of Youth . . . . .	55
<i>Oliver M. Butterfield, Acting Chairman</i>	
NEWS AND NOTES	
National, Regional and State Conferences . . . . .	59
Meetings and Events . . . . .	61
Summer Schools . . . . .	65
Personal Notes . . . . .	67

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# The Premarital Interview\*

By S. BERNARD WORTIS, M.D.

New York City

PSYCHIATRISTS who are interested in the problems of man and his personality very soon learn that a pluralistic viewpoint is essential to an honest study of marriage and the sexual problems related to marriage. Too often, people with a specific bias toward the physical or any one aspect of the psychologic or social sciences attempt to interpret the kaleidoscopic possibilities of marriage and fit them into a pet formula.

Any understanding of human sex biology demands consideration of all the three essential biologic integrative levels. These are: (1) The structural, (2) the physiologic and endocrinologic and (3) the psychologic and social aspects. The psychologic factors must include sociologic, cultural and ethical factors and standards, and these of course will vary with time, race characteristic and geographic location.

I shall not concern myself here with consideration of the structural or physiologic factors, since these have been adequately covered by the excellent work of Dickinson and the recent studies by the endocrinologists. Suffice it to say that much knowledge has come to us from physiologic studies in recent years, and it has been amazing to observe the emotional changes that appear modifiable by chemical substances. The sociologists and psychologists have contributed much to the study of marriage (recent work of Burgess<sup>1</sup> and Terman<sup>2</sup>).

In the psychological sphere, sexual activity must be considered intimately related to certain instinctual drives, emotional tone and behavior components. Many of these, of course, depend on factors of memory, imagination and social situation. Sensory perception plays a large part in sexual function through the medium of smell, touch, vision and hearing, and these factors are further enhanced by the imaginative process of fancies and day dreams. The standards of sexual behavior and knowledge vary with race and time, and although the sensory perceptions and imaginations are important factors, they are conditioned by the prevalent culture.

We must recognize that there may be substitutions for, or amplifications of, the sexual process in different individuals, and many religious and social developments are the result of such substitution reactions.

The studies of Freud have emphasized the psychologic stages of development in man and have shown that the child goes through a period of auto-eroticism wherein he is mostly concerned with objects desired merely because they serve to bring out his own bodily comfort and satisfaction. This merges into a subsequent stage of object love in which the individual experiences desire for or affection toward some object or person in the environment. This beginning of object love is a most important state, since on its success depends the possibility of a normal growth of the sexual trend to full maturity. Moreover this drive can be used to unfold many of the higher altruistic tendencies and motives. I, of course, speak here of the child's love for his mother or his father, or their substitutes (mostly his mother, because she is more intimately concerned with the daily gratification of his desires). This tendency is molded to the adult pattern of heterosexual adjustment, and there is no doubt but that the normal affections of the child to his or her parent are important dynamic points in the molding of the individual's capacity to make attachments later in life. It is easy to see why the young boy attaches to his mother and how this attachment through life may influence him later in life to choose someone for his wife who has many of the qualities his mother had. The problem for the girl is more difficult. She must pass through an additional step in her normal psychologic development. Girls pass through a stage of affection for the mother and later must transfer a greater part of their affection to the father. It is easy to see why there may be difficulties in making this second step. There is much reason to believe that the number of girls retaining an extraordinary degree of mother love in later years is greater than the number of boys attaining a corresponding degree of love for the father. This may, of course, be one factor accounting for the greater incidence of certain neurotic disturbances among women as compared with men.

I will not go into enumerating the complications or the various psychopathologic difficulties that may arise in human development, because these are legion and would not help to a better understanding of the problem of this symposium. We must emphasize that today one must consider that the sexual function is a psychobiologically integrated function which transcends the merely structural, physiologic, sociologic or psychologic sphere and furthermore has strong moral and aesthetic implications.

In its fully developed human plan, sex and the pro-

\* Presented at the Second Annual Meeting of the National Conference on Family Relations at Philadelphia, Pa., December 26, 1939.

<sup>1</sup> E. W. Burgess and L. S. Cottrell, Jr., *Predicting Success or Failure in Marriage*, New York, Prentice-Hall, Inc., 1939.

<sup>2</sup> L. M. Terman, *Psychological Factors in Marital Happiness*, New York, McGraw-Hill Book Co., 1938.



creative instincts are fully realized only in one or another type of *family formation*. This goal is not attained by all, but it should be viewed as the *cultural sexual attainment* and clearly distinguished from the simpler forms of sexual satisfaction, although it must be realized that both the partial and complete sexual achievement are important experiences. The family formation concept of sexual satisfaction must include courtship, marital life, impregnation, birth and the rearing of children. In our present-day culture, sex cannot be properly studied or adequately discussed unless one bears in mind the aforementioned concept of family formation as the culmination of sexual satisfaction. We must train our children to grow up prepared to satisfactorily and happily meet their sexual problems in terms of many possibilities. Some may successfully achieve a complete family and marital sexual adjustment. Some may have to be satisfied with periodically incomplete sexual episodes and a very few may have to steel themselves to a whole life of continence with the capacity to subordinate or divert the sexual drive into other avenues of useful and joyful activity—but there should be a clear understanding in the mind of the individual that each of these may represent a normal method of sexual adjustment and that in our present-day culture such adjustments are not to be considered in any way pathological. Undoubtedly, the complete adjustment is more easily capable of bearing greater returns in happiness. The marriage counselor, in discussing sexual function, must emphasize several factors:

1. It may be necessary to overcome much that has been given the individual in terms of intentional misinformation under the guise of "protecting the child."
2. It must be emphasized that affection and sexual eroticism are capable of education along lines that will give personal and social satisfaction.
3. It should also be emphasized that there can be a conscious cultivation of a healthy maturing of one's susceptibility to arousal.
4. It is important to stress that sex is only one of the many problems involved in the effort of the individual to achieve a harmonious social life. The physician is especially placed in a fortunate position to restore a sense of balance between pure pleasure-seeking and the eugenic urges of the individual. The physician must cultivate a sane view of *individual differences* and a very wide tolerance of attitude.

With these points in mind, the premarital interview may then investigate some of the data outlined below. Remember, it is better to permit the interview free direction, depending on the desires of the individual seeking information. Gather data on:

1. Family background, habits, school, work, finances, religion, etc.

2. Personality of the patient and the partner.
3. Attitude toward authority and the home situation.
4. Attitude toward sexual material.
5. Information about the use of contraceptives.

This premarital consultation should be in the nature of a friendly interview. The physician must be most careful not to give his patient the least suggestion that he is passing moral judgment on his or her life history material. The interview will be helped much if the physician does not press insistently for answers but permits the material to come up spontaneously.

Some of the more important factors that may be investigated are:

1. The reasons for people wanting to marry. Many psychoneurotics feel that marriage is a cure-all. We all know that marriage is one of the highest forms of interpersonal relationships and therefore is a strain on many people.
2. Discussion of any personality problems of the patient as the patient brings them up, especially if they are obviously a factor that may lead to marital maladjustment. These factors may be discussed with the patient preferably alone and occasionally when necessary in the presence of the partner, depending upon the subject and the desirability of airing such information.
3. The physician should attempt to estimate the patient's capacity to make an adult or parental adjustment.
4. Medical and gynecological (or urological) examination should be made wherever indicated. In New York State we fortunately require a Wassermann test to be taken immediately before marriage.
5. Each couple, if they desire it, should be given contraceptive information.
6. The physician should discuss with the couple some of the factors leading up to preparation for an adequate and satisfactory sexual adjustment, such as:
  - a. An understanding of the nature, anatomy, physiology and psychology (and normal variations of of them) of the sexual life.
  - b. In suitable cases the woman may be instructed to carry out manual stretching of the hymen in order to insure proper, non-painful sexual experience as soon as possible after marriage. Occasionally, surgical opening of the hymen may be necessary.
  - c. Generally, it is wiser not to tell the partner of premarital experience with others. Some "can take it;" many cannot, as it may later become a source of chronic dispute or unhappy comparison.
  - d. It is wise to explain to the couple that it often (but not always) takes months or a year or two for completely satisfactory sexual timing and orgasm to occur. The couple must recognize that



such result can only be obtained by mutual adjustment. The husband must be advised that affection and gentleness usually are essential, especially during the couple's early experiences. Lack of orgasm on the part of the wife is not always due to lack of affection. It should be managed understandingly by the husband and not by rushing into glandular extracts, hypodermic injections and psychoanalysis. In my experience, approximately one fourth of the women who come to marriage experience orgasm regularly. This is a problem that requires mutual adjustment between husband and wife over an extended period of time.

- e. The couple should be given to understand that sexual play is beneficial, wisely and widely practiced. Manual stimulation is often a helpful and suitable sexual act. Young married couples will do well to learn something about each other's bodies.
- f. The physician's judgment may be asked concerning sexual deviations. His attitude in this regard is best expressed in "Don't recommend them, but also don't condemn them." People's methods for obtaining sexual satisfaction vary. A mutually acceptable satisfaction-giving method is a good one, provided it does not offend the taste of the partner.
- g. The physician may be asked about his attitude toward premarital sexual experience. In this regard it is wise to point out the risks of premarital sexual experience without condemning or condoning it. More young couples these days are having premarital sexual experience, and I believe that moral standards in this regard are not all important so long as the man or woman does not have severe anxiety feelings and guilt concerning such experience.
- h. There is no standard or "proper" sexual pace. It varies very much. Most married couples have sexual relations about twice a week, but it should not be considered abnormal if sexual relations are held more frequently or less frequently. This is an individual problem depending entirely on in-

dividual circumstances.

- i. It is also important to indicate methods for the management of periods of continence.

7. The problem of the psychosexually maladjusted and the problems of management of homosexuality, impotence, dyspareunia and frigidity are best treated by the psychiatrist. People with these complaints require individual care over a prolonged period.

8. The attitude of the marriage counselor is the most important factor. He or she must be a good listener and must not have any pet problems or ideas to work off on the patient. The counselor must not adopt a coercive attitude. He must remember that there are no "laws" or dogmata of sexual behavior and, above all, he must not scare his patient. There is often real danger in recommending that the couple read sexual psychologic literature. Too often people read pathologic studies of sexual behavior and identify fragments of their own behavior in such writings and then secretly worry about themselves.

Perhaps the most important thing for the premarital advisor to recognize is that each problem is an individual one and must be treated so. Furthermore, one cannot over-emphasize the fact that in this one field, especially, the patient's confidence in his physician is the most important tool.

Marriage counseling is fundamentally important work and should be carried out on a much wider scale. Most people coming to such clinics want general information, and only a minority require special psychiatric help. I emphasize this point because it is my belief that marriage counsel clinics are best organized outside of psychiatric institutions under close supervision of psychiatrically trained physicians. Too many people are afraid of the connotations of psychiatry and will not avail themselves of the help that is available in such hospital-linked clinics. The psychiatrist may be called in for the more difficult personality problems, just as the gynecologist will be called on to help with the structural problems but most, of the routine work can be carried out by the properly trained physician, the properly trained marriage counselor and the liberal and enlightened clergyman.

Marriage counseling is properly a responsibility of the Federal Government Public Health Service.



# Development of Marriage Counsel of Philadelphia as a Community Service, 1932-1940

By EMILY HARTSHORNE MUDD and ELIZABETH KIRK ROSE, M.D.

PHILADELPHIA Marriage Counsel\* was started seven years ago by a representative group of physicians, educators, ministers, social workers and lay persons as a non-profit-making community service. Its purpose is: "To help young married couples and those contemplating marriage to a better understanding of what companionship in married life involves, and thus to help them avoid some of the causes of marital difficulties." Its work divides itself into two main classifications: counseling and education.

The methods by which it attempts to fulfill this purpose are four: (1) individual counseling interviews; (2) group education by teaching in and planning for college courses, by talks to lay groups and by seminars for professional groups; (3) the maintenance of a lending and reference library and (4) the publication of articles evaluating and interpreting this service.

The philosophy with which this service functions accepts a definition of the happy family as one which manages to solve its problems, not one which has no problems at all. It attempts to offer the individual, through a personal interview, a positive and dynamic approach to his problems which may result in a better understanding of self, greater reassurance and an enhanced capacity to live adequately. It believes in counseling as defined by Gilbert Wrenn as "a personal and dynamic relationship between two people who approach a mutually defined problem with mutual consideration for each other to the end that the younger or less mature or more troubled of the two is aided to a self-determined resolution of his problem."

This philosophy is interpreted through the attitudes of each of the counselors, all of whom are trained in some professional field in addition to the living experience of marriage and parenthood.

The clients, more women than men, represent a cross-section of society educationally and economically, the middle group predominating. They come from all religious groups, but there are more Protestant than others. They are mostly between the ages of twenty and thirty; over two-thirds are engaged or married less than five years. More than half of these clients now come to Mar-

riage Counsel through former clients, through courses or talks given by staff members, or through lay persons who know of this service. The remainder are referred by individual physicians, ministers, teachers, social workers, lawyers and a few by welfare agencies. There has been a gradual but steady increase in clients' contacts from 50 new clients having 90 interviews the opening year (1932) to 118 new clients and a total of 330 interviews in 1938.

The reasons given by clients for using Marriage Counsel fall into three general classifications: (1) nearly one-half of the clients want information and reassurance in connection with their approaching marriage; these interviews are the so-called pre-marital interviews, (2) nearly one-half want help in some specific problem such as relations to parents, questionable inheritance, budgeting, jobs, sexual maladjustments, physical disorders, etc. and (3) the remaining tenth present involved situations, usually connected with personality maladjustment.

Books from the lending library are furnished as a supplement to the counseling interview to approximately half the clients coming to Marriage Counsel. It is the counselor's responsibility to evaluate how far the individual has developed already before suggesting reading material. Books are selected as much for the attitudes that they help to foster as for their factual information. Some clients prefer not to read at all.

All clients are told that there is a fee of \$3.00 to \$5.00 which can be adjusted to the individual situation or waived upon suitable evidence. About 80% of Marriage Counsel clients now pay some fee as compared to 38% who paid in 1933. Amounts vary from \$.10 to \$10, the average being about \$1.50 per client. Although client's fees are an almost negligible source of support, they are felt to be of importance in aiding the client to define his relationship to this service, to retain his independence and self-respect and to feel free to sever his connection when he is ready.

In considering the function of a counseling service,<sup>1</sup> we find that the counselor acts as an agent in one of two broad processes: (1) an educational process or (2) a thera-

<sup>1</sup> Condensed from a discussion of the function of premarital counseling in *A Study of the Premarital Cases of the Philadelphia Marriage Counsel* by Emily Hartshorne Mudd, Charlotte Hume Freeman, and Elizabeth Kirk Rose, M.D., in press.

\* Address: Marriage Counsel, 253 South 15th Street, Philadelphia, Pa.



peutic process. No sharp line can be drawn between the two functions, both of which may be required in the same case, but separate consideration of them clarifies discussion of the role of the counselor.

The majority of the clients are normal young people seeking guidance such as anyone might require when embarking upon a new field of activity. The question has been pressed as to how far one person can educate another in an experience before the other is ready for, or engages in, that experience. With these young people the educational opportunity is enhanced by the strong emotional drive present. The educational process involves far more than factual information, and in this respect the attitude of the counselor is of fundamental importance.

The second aspect of the counselor's task we may call therapeutic, if we recognize that a preventive approach must deal with the individual's attitudes and problems during the interview far more than with his knowledge or lack of knowledge of facts. There are three aspects of the therapeutic process: first, recognition of difficulties; second, steering the client to a source of help if that properly lies within another agency or profession and third, providing treatment within the counseling relationship.

The recognition of difficulties by the counselor is essential to the proper conduct of the interview. Their recognition by the client is of even more significance and is often the chief benefit derived from short-contact case work. Often the young person or couple is seen for an hour only once; if too much is discussed, results may be just as destructive as if the counselor did not sense any problems at all. As in medicine, judgment as to what the "patient" can take is fundamental to good treatment.

The steering function is exemplified by those instances where the recognition of difficulties leads to the use of community resources, such as social agencies which provide channels for self-expression, or relief from family burdens or to the use of experts for consultation on specific questions—medical, legal or psychiatric.

The counselor undertakes treatment in those cases where the degree of help needed lies within the scope of such a service and where the client probably would not be ready or willing to go elsewhere for such help. We have noted that in relatively few cases is an extensive treatment relationship developed, and there is question as to how intensive the treatment should be in such an agency as Marriage Counsel. A clarification of the environmental and personality situation in the client's mind and a realization of his own potentialities for dealing with his situation would seem to be a reasonable goal.

It is obvious that counseling interviews before or in early marriage can in no measure guarantee successful adjustment. Such interviews, however, may present to an individual different attitudes and information of con-

structive value on the spiritual, physical and emotional aspects of human relationships. Such interviews may also serve as a point of departure for the relief of certain fears and worries based on lack of reliable information or on other more obscure psychological factors. When the applicant does not present a picture of marked mental or physical abnormality and is able to utilize the stimulus of this period constructively, these interviews may be one of the focal points around which growth and development may be initiated. Increasing evidence from follow-up cases seems to indicate that help made available through the channels discussed can be a valuable factor in aiding marital adjustment.

The general and group aspects of Marriage Counsel work at present occupy almost one-third of the time of the staff. Yearly courses in family relations in which Marriage Counsel has been invited to have a planning or teaching part, or both, have developed at ten colleges and under the auspices of Christian Associations, church and young people's groups. Seminar discussion groups on marriage and related topics have been held yearly for physicians, ministers and more recently for teachers in high schools and colleges. Professional and lay persons with many different interests and affiliations write from all parts of this country or come to the office to discuss details of their work or to procure information about content of courses, record keeping, counseling technique, new and old books and the organization of family consultation centers. Twenty-two papers describing, evaluating and defining the work of Marriage Counsel have been prepared for publication in reliable scientific journals at the request of the editors.

In the present stage of social development it is up to the individual to seek out the help that he needs. Courage and initiative are necessary to enable young people to ask for marital advice. The insistent demand by students in schools and colleges for courses on marriage and family life will lead to greater knowledge and more constructive group thinking about these subjects. The changing status of state marriage requirements also offers a new resource for those who are looking for assistance in planning marriage. While these developments in education and health will themselves meet the needs of many young people, they may stimulate in others a desire for individual conference in such a setting as a marriage counsel.

It is obvious that the organization and functioning of this particular community service represents only one among many possible approaches which of necessity are different in every locality. Obviously, no one way is the right way. It is essential, therefore, constantly to study and interpret the function of marital counseling and to relate this function to the changing needs of the community. It should serve as a point of departure for constructive future developments.



# Problems in Family Relationships Among Young Married Adults

By C. ROBERT PACE

University of Minnesota

IN 1937-38 the General College of the University of Minnesota made a questionnaire survey to collect information concerning the activities, problems and attitudes of young adults<sup>1</sup> in four major areas of living—vocational, home and family, socio-civic and personal—so that curricula in general education could be planned with due consideration for the kinds of difficulties and problems students are likely to face as young adults.

The groups surveyed were representative of men and women who had entered the University in 1924-25 and 1928-29. About half of them had graduated from the University. When they received the questionnaires (which were mailed December 2, 1937) most of these former students were living in Minnesota, and their median age was around 30. Approximately two-thirds of them were married. In terms of educational, occupational, and economic status they fall roughly within the upper fourth of the nation's families. The replies which were returned by 951 out of the 1381 young adults who received questionnaires constitute the raw data of the present article. These are supplemented by data obtained from 172 interviews which were conducted with a sample of questionnaire respondents living in Minneapolis and St. Paul. The present article summarizes a portion of these results which pertains to problems of home and family relationships—results based on the replies of about 600 young married adults.

That home and family relationships are important to young married adults is well supported by their own testimony, for 70 percent of them listed "a happy married life" as one of the achievements which would give them the greatest satisfaction in life. In fact, three of the five life satisfactions most frequently checked from a list of 26 items were concerned with home and family relationships—the other two being "making a good home for your husband or wife" and "having children you can be proud of."

Granting this desire for a happy married life, it is interesting to review the answers given to a section in the questionnaire labeled "family relationships." In this section several topics or areas of relationship were listed, and the subjects were instructed to check those topics

over which they frequently disagreed with their husbands or wives. The topics were selected as representative of probable sources of conflict which were suggested by General College faculty members. The proportions of men and women checking these topics are listed in the following brief table.

TOPICS OVER WHICH HUSBANDS AND WIVES  
FREQUENTLY DISAGREE

TOPIC	PER CENT OF MEN WHO FREQUENTLY DISAGREE WITH THEIR WIVES	PER CENT OF WOMEN WHO FREQUENTLY DISAGREE WITH THEIR HUSBANDS
Management of income	17	19
Religion	10	7
Politics	11	14
Relatives	16	20
Entertainment of Relatives	7	9
Choice of friends	10	9
Entertainment of friends	7	9
Ideals of conduct	9	10
Philosophy of life	12	12
Recreations	16	14
Total number of men	307	
Total number of women		277

According to these answers a vast majority (80 percent and more) do not frequently disagree on any one topic. It is of course possible that some young adults would not confess their marital disagreements, but since the individuals were anonymous the probability of such an occurrence should not be large. However, even in this picture of apparent marital harmony, some areas of relationship seem to provoke more frequent disagreement than others.

The area in which there seemed to be the most frequent disagreement concerned the management of income. Results from other sections of the questionnaire and comments made by some of the adults during interviews throw additional light on this problem. Although, in general, more than 80 percent of the adults felt that it was not difficult to have good food, to be well dressed, and to be comfortable and happy on their present incomes (median of \$2400), nevertheless, 35 percent of them felt that it was difficult to keep out of debt. For approximately 40 percent of the married adults the proportion of income to spend for housing, food, and clothing is a problem about which they feel a need for more information. Half of them plan their expenditures on a budget

<sup>1</sup> Professor Pace was the Technical Director of the Adult Study.



basis. About three-fourths of them have financial plans for old age, but less than half feel that their plans are an adequate minimum. With these discrepancies in feelings and plans and practices it is not difficult to understand the fact that money management is a source of disagreement between some husbands and wives. The case is summarized pointedly by the wife who said, "My husband is naturally a very sweet tempered person. He only gets upset over the budget. When the bills come in he wants to know 'What did you buy?' and 'Why did you buy?'"

Equal to income management as a source of frequent disagreement between husbands and wives is the problem of "relatives." Nor is this surprising in the light of the following facts. In the questionnaire 10 percent of these young married adults said that they lived in the homes of their parents or parents-in-law. From interviews it was found that an additional 10 percent of the young married adults had parents, relatives, or friends living with them in their own homes. Thus one-fifth of these people daily face problems of three-way relations within their homes. Two additional findings are pertinent. Less than 5 percent of the men said that they felt too much tied down by their parents or parents-in-law, and about 5 percent said that they easily get homesick. Among women, however, 8 percent felt too much tied down by parents or parents-in-law, and 25 percent said they easily get homesick for their parental homes. Apparently the proportion of young adults, especially women, who are reluctant to break away from family ties (i.e., who easily get homesick) is greater than the proportion who feel held back because they are unable to break such ties as completely as they wish. Some of the comments made during interviews are particularly revealing of the ways young adults have adopted to solve their difficulties.

"A parent and a parent-in-law lived with us for a while, but it didn't work so we packed them off—one to California, and one to Florida."

"My wife handles the arguments with her parents. I handle the arguments with my parents."

"Drop the subject if you can't convince them. If you keep arguing you just make more ill-feeling."

"I give up—it lends itself to a more peaceful home. We firmly disagree on many things—but I usually keep still, and if the disagreement is at all vital, I always let them have their way."

"We both express our opinions, and when the argument is over we're both still sticking to our original opinions."

The third most frequent topic of disagreement concerned "recreations." Several characteristic differences between men and women in the kinds of recreation participated in and enjoyed may be a source of some of the conflicts about the use of leisure-time. For example, as

found in the study, women engage in and enjoy working in church organizations much more than men. Men enjoy sports to a much greater degree than women. Women attend small social entertainments more frequently than men. The extent to which such differences create conflicts is not precisely known.

Two problems concerning family relationships dealt with in other sections of the questionnaire deserve special consideration. The first of these concerns the impact of jobs upon the home. Nine out of ten men said that their families approved of their jobs. Seven out of ten said their jobs were such that their family obligations could be satisfied. And six out of ten said their evenings were free for leisure. Among the young adults interviewed, there were 27 women who had held jobs outside the home since their marriage. Asked how work and home-making mixed, half of them said the arrangement was very satisfactory. "It worked out very well," one of them said, "as I paid for adequate help in the home." Another said, "My husband thinks I get a lot of pep out of working. It's interesting to me and gives me pin money." Five of the 27 said working outside the home was very unsatisfactory. One woman said, "I come home too exhausted to do anything but fall into bed." Another, perhaps more resignedly, said, "You can't have a home without extra income." The second of these problems concerns the management of children. Less than 10 percent of the men and women who had children said that they frequently disagreed with their husbands or wives over child management. But 21 percent of the men and women said that they frequently disagreed with their parents or parents-in-law. Perhaps the grandparents do not approve of what are popularly called "these new-fangled ideas" about child care.

Up to this point, five areas of family disagreement or conflict have been cited—income management, relatives, recreations, the impact of jobs on the home, and child care; following each of these topics evidence has been suggested which might help to uncover and perhaps explain the sources of difficulty. It is quite possible, however, that many of these disagreements may arise from personality or temperamental difficulties within the individuals themselves, as well as, and perhaps rather than, from specific topics or issues. Answers which these young married people gave to certain questions concerning mental hygiene are especially pertinent at this point. Nine percent of them confessed that they do not usually control their tempers; 13 percent said they do not laugh easily; 25 percent said they like to be by themselves a lot and 39 percent said their feelings were easily hurt. Evidences of these personality and temperamental difficulties were revealed by many of those interviewed. One woman said, "We were brought up differently. My husband

(Continued on page 68)



# Girl Scouts as Homemakers

By MILDRED E. MUDD

*President, Girl Scouts*

IT IS more than a truism to say that Girl Scouting, like charity, begins at home. Many a mother has her first glimpse of active Scouting when her daughter suddenly begins to pick up her own clothes or offers to wash the dishes.

But when the Girl Scout national convention adopted the theme "Half a Million Future Homemakers" the delegates had in mind something much bigger than the daily round of domestic duties. They were thinking of the Girl Scout as a responsible citizen in the little democracy that is the home, and of the home as the producer of responsible citizens in a great democracy.

Children at home may learn to accept authority without question, or they may learn to talk things over with their brothers, sisters, and parents. Talking things over in order to gain understanding cooperation is a basic principle of good citizenship. It is a basic principle of Girl Scouting. It is a basic principle of the Girl Scout homemaking activities. The words "discuss," "talk over," "help" or "decide what is best for all concerned" are expressed many times in the activities for earning proficiency badges in homemaking. They occur many times, too, in the training suggestions for Girl Scout leaders.

How does the Girl Scout program carry out its principles. First, to help the girl fit into her own home not only more helpfully but more understandingly, Girl Scouting tries to provide many occasions for parent-daughter undertakings. Planning a family menu, refurbishing a room, taking a camera hike, or mending the dining hall steps at camp give the busy mother or the father with a hobby a chance to share work and play with their children and to get better acquainted as they share a common interest.

Out of this sharing and understanding comes the second stage of home citizenship: accepting responsibility, contributing something definite to the group life. The girl who has talked over problems of budgeting with her troop members and her family, is ready to use intelligently her share of the family spending money. Through the homemaking program of Girl Scouting she is asked to find out not only some of the problems that her own family must solve but to find out some of the problems that other kinds of families must solve as well. Homemaking under such conditions ceases to be routine and becomes a co-operative enterprise in which it is a matter of pride to take part, to do the job well and to think of improvements that will be for the good of all.

The good of all—this is the foundation of the third

stage of Girl Scout homemaking. The program of the Girl Scouts is planned to help girls see how much is encompassed in the responsibilities of good homemaking: how far the walls of home have been pushed back. Those persons who serve the home, the things that come into the home and the things that go out from it—all these are the concern of the homemaker.

Girl Scouting suggests: "Select a kind of food that is produced in your community or state and find out how it is prepared for the market, how and where it is shipped and the final form in which it is put on sale. Also, find out the changes in price from the grower to the middleman to the person who buys it. Cook a dish using this food."

Or, "Find out what laws govern the sale of meat, as well as what is meant by the term 'Government Brands'."

Or, again: "Collect pictures or make models to have an exhibit of different kinds of houses, each of which is typical of a foreign country in which you are interested. For each house shown, make a card that explains the health advantages and disadvantages for the country in which it is found. Compare them with the health features of houses in your own community."

These activities help to bring to girls a picture of the world that homemakers must understand and some idea of the many things that will be the responsibility of the women who will make the homes of the future.

If a milk supply is unsafe, the Girl Scout learns that it is unsafe for all the children of the community. If a law is passed to safeguard the supply, it safeguards the supply of all and is the concern of all. The Girl Scout who becomes aware of these things is only extending her understanding of the value of democratic cooperation—an understanding begun with her relation to her family.

Girl Scouting tries to give each girl a practical knowledge of cooking and sewing, of health and safety measures, of how to buy and how to mend, how to beautify her home and how to entertain others in it.

In addition, Girl Scouting tries to give each girl an opportunity to learn at home to respect other people's points of view, to learn to stand on her own feet and do her share for the common good, to have the courage to contribute her opinion in group discussion and her work in group action. The Girl Scout organization believes that only such a girl is truly ready to assume the duties of a future homemaker. Only such a girl will see the homemaker's job for what it is: the making of the world into a better home for all mankind.



# The Nature of Family Counseling

By HARRIET R. MOWRER

WITH the increasing complexity of family problems, it is only logical that there should be need for a service which offers assistance in the analysis and treatment of these problems. Thus one observes a rather widespread development of the counseling service.

But if family counseling is to be recognized as a profession it will need to recognize the complexity of the problems with which it is to deal. This recognition leads one to an analysis of the essential nature of counseling in terms of its two-fold function.

The first function of counseling, obviously, is therapy. But here there are widely divergent conceptions regarding the nature of the therapeutic process. Superficial advice-giving, based upon only surface manifestations of the problem, "clearing house" information regarding specialized family agencies in the community, and skilful and intensive therapy of long duration are all placed in the same category. Thus one observes a wide range in therapeutic procedure from counseling of the most superficial sort to clinical treatment upon a scientific level.

One of the paramount problems of counseling then becomes that of differentiating between these various therapeutic aspects. Out of the maze of uncoordinated and often contradictory efforts a more definite and scientific therapeutic procedure must be arrived at which may be thought of as characterizing and symbolizing counseling as a profession. This means then greater emphasis upon the development of a set of skilled techniques which can furnish a basis for discussion within the profession. For a number of years, discussion of counseling has centered around the function of counseling in the

community, the essential nature of counseling, the future of counseling, etc., with little emphasis upon discussion and analysis of definite and specific techniques used in family counseling.

The second functional aspect of counseling is research. The relationship between the patient and the counselor is the source of knowledge from which may come a more thorough understanding of personality and family problems. Through the therapeutic situation it is possible for the therapist to take his theories about family relations and reformulate them into successful procedures of control. Thus grow up a body of tested techniques which are communicable to others in the field.

Research is further related to therapy through the experimental nature of the therapeutic process. Therapy in order not to be sterile must be experimental in the sense that cases are not to be treated as a stereotype but instead, techniques are experimentally adapted to the varying needs of the situation. This does not mean that it is an experimentation which is harmful to the patient, but rather one that is essential because of the very nature of the therapeutic process. Even the demonstrated and tested techniques in this field, like the traditional "cures" in medicine, cannot be applied without experimental adaptation to the many variables.

Thus family counseling may through the nature of its functions throw much further scientific light upon the social psychology of family life, through which can come more adequate control and more substantial therapeutic benefits for those experiencing conflict in marriage and family relations.

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## LIVING

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# Reports of Committees

## REPORT OF COMMITTEE ON EDUCATION FOR MARRIAGE AND FAMILY LIVING

*Ernest R. Groves, Chairman*

A preliminary report, prepared in outline form by the chairman and secretary, Olive M. Stone, served as a point of departure for the two periods of discussion by the committee. There was no essential disagreement with the original report but there was considerable elucidation as a result of the pooling of experiences of the other members of the committee whose organizational affiliations were varied enough to prevent the discussion from becoming narrow or academic. The preliminary report appears in these minutes in its original outline form while the comments of the group are interspersed in summary, paragraph fashion.

### *I. Objectives of an Educational Program for Marriage and Family Living*

- a. Preparation of students at each age level for adjustment to the immediate stage of family experience and for later marriage and family living. This involves
  1. understanding the problems of each age level
  2. recognizing the significance of attitudes
  3. knowing available resources, including
    - (a) the science
    - (b) the organizations
    - (c) the individual counselors
- b. Presentation of materials, theoretical and practical, which are designed to promote maturation. This includes
  1. appreciation of the satisfactions to be found in marriage and family living
  2. ability to cooperate and share
  3. achievement of mature heterosexuality
- c. Guidance in the socialization process with a view to affecting integration between personal and social goals and relations

The committee showed particular interest in getting across to the student the attitudes that there is no greater satisfaction in life than in marriage and family experience, that marriage to be successful is the result of wise decisions, and that knowledge is both essential and available today.

### *II. Qualifications of the Instructor*

- a. Scientific training and background
  1. familiarity with the general teachings relating to marriage and family to be found in
    - (a) biology
    - (b) psychology
    - (c) economics, including home economics
    - (d) law
    - (e) medicine
    - (f) sociology

2. ability to interpret related sciences as they bear upon marriage and family living
3. willingness to keep approach broad rather than to allow one scientific speciality to monopolize or predominate
- b. Integrated personality
  1. freedom from personal conflict and maladjustment
  2. absence of cynicism and pessimism, on the one hand, and sentimentality, on the other
  3. honesty and integrity
  4. good cultural background and community status
- c. Emotional maturity and security
  1. preferably within marriage since this is the most secure and satisfying relationship for adults, if successful
  2. without marriage if other qualifications are sufficient to outweigh this disadvantage. (It is no more essential in mastering the subject than that a criminologist should have experienced crime, or a doctor, disease.)
- d. Objectivity
  1. ability to present material without self-consciousness
  2. willingness to keep oneself in the background
- e. Interest in and respect for youth
  1. understanding of growing up process
  2. shock-proof receptiveness and patience
  3. open-mindedness and resilience
  4. approachableness
- f. Knowledge of teaching methods

The composition of the committee was its strongest testimony to the importance of using the eclectic approach to preparation for teaching. Representing, as its members did, a dozen or more social agencies, such as maternal health clinics, social hygiene associations, Girl Scouts, Y.W.C.A.'s, social settlements, N.Y.A.'s, child study associations, and churches, as well as colleges and other educational institutions, they were convinced that no one specialty should dominate the field.

In regard to emotional maturity and security (II, c) it was pointed out that everyone has experienced and is experiencing family living in some family group. Hence the positive aspects of his adjustment to whatever group he finds himself in are more significant than the nature of the role he plays, that is, whether he is a mate, a parent, or a sibling.



### III. Content of Instruction

- a. Testing the content of courses by the way they furnish background and insight into present and future needs of students
  1. background materials to enable students to understand and anticipate needs and interests
  2. materials giving insight into present adjustments of students
    - (a) felt needs as expressed by students when asked at beginning of course to reveal expectations and at end to indicate insights gained
    - (b) other needs recognized through scientific knowledge on part of instructor
  3. materials related to future problems and interests
- b. Adapting the content to the age level of the student
  1. *Junior High School Level*
    - (a) the developmental aspects of adolescence: physical, psychological, and emotional changes and accompanying adjustments to
      - (1) the family and its members
      - (2) the student's own group which may consist of young people of contrasting emotional ages
      - (3) the community
    - (b) the practice of mental and physical hygiene
    - (c) the understanding of family techniques: budgeting, buying food, caring for children, home economics
    - (d) the preparation for a more self-conscious relationship with the opposite sex (pre-courtship)
  2. *Senior High School Level*
    - (a) repetition of junior high school material in a more mature way
    - (b) introduction to the literature of the field and acquaintance with other available resources: what and where they are
    - (c) meaning of marriage and family living
    - (d) preparation for courtship and the getting of a mate
    - (e) practice in handling responsibility and in observing certain experiences, such as pregnancy (use of the clinical method of teaching as much as possible)
    - (f) acquisition of basic knowledge regarding reproduction, sex adjustment, etc., within the framework of marriage and marriage preparation
  3. *Community Instruction*
    - (a) to those about to marry: practical, concrete information, with emphasis on principles rather than rules, insight rather than technique, and with introduction to both the

literature and the community resources available

- (b) to parents (with division if possible into parents of small children and parents of adolescents): sound, practical material adapted to the age periods to be studied and to the needs of the parents involved
- (c) to other groups which the particular community or a particular situation in the community singles out for assistance

#### 4. *College Level*

- (a) presentation of factual material in objective manner and as a recognized science (without preachment): courtship, inheritance, engagement, financial adjustment in marriage, sex adjustment, adjustment to in-laws, fertility, pregnancy, childbirth, parenthood technique
- (b) specific and concrete handling of all major marriage and family problems: incompatibility, divorce, etc.
- (c) anticipation of student's future needs, with especial emphasis on the problems of the young married couple
- (d) acquaintance with the literature of the field, including historical, anthropological, etc., and with the resources of counseling, medical and legal services, etc., available

The committee gave some attention to the elementary and kindergarten courses and discussed the value of integrating the instruction from pre-school age on through the college and post-college levels. The National Education Association Yearbook for 1941 will make a distinct contribution to the integration of instruction.

Marked interest was shown by the committee in community education and in the growing pressure being exerted by the public and especially the youth for more instruction. Pre-marital examinations, specific information to engaged couples, circulating libraries, forums, conferences, and regularly constituted classes have been organized in many cities by numerous social agencies. The problem of the so-called underprivileged youth who must be met on a practical, unacademic or non-intellectual basis was emphasized and the economic barriers to marriage encountered by this group mentioned.

The greatest omission of the preliminary outline seems to have occurred in its inadequate attention to the popularization of scientific information and attitudes toward marriage and family living. The committee felt that the specialist in the art and science of marriage and family living should prepare for competition from the charlatan and the sensationalist and be willing and ready to use all media—radio, magazine articles, conferences, and lectures—not only to give information but to popularize



the fact that scientific knowledge is available and essential to happy married life and family experience. Arousing the interest of and imparting information to the public calls for the tactful organization of cooperating community agencies and forces and the avoidance of antagonizing suspicious and/or skeptical groups whether on religious, medical, or traditional grounds.

The colleges and universities of the country, according to their spokesmen on the committee, are approaching the question of education for marriage and family living from six angles: (1) popular lectures to large, unselected audiences, both in single lectures and in series, (2) generalized courses without prerequisites, intended to give the younger student an orientation in the field, (3) mature, continuous courses for the advanced student, in some schools for one semester, in others for a full year, (4) courses for instructors which are given to teachers in service through extension programs and to teachers on leave who are preparing in some college or university to enter the field, (5) counseling, and (6) informal discussions at fraternity and sorority houses, dormitories, etc., usually by invitation of interested students who want to raise the bull session to a higher level.

The content of college courses was considered from the points of view of (1) the nature of the content (whether it should be practical or theoretical), (2) what topics should be covered and how they should be timed in order to relieve tension, sustain interest, and place the course on a frank, understanding level, (3) the standardization of materials and the risks involved in shutting off experimentation with techniques and methods, (4) the organization of the class with a student representative who can keep close to the students' needs and interests as well as their dilemmas, such as finding the reading too technical or shocking, (5) the intrusion of the casual visitor or auditor, (6) the variation among class members in degree of seriousness and maturity, and (7) the relative merits of the symposium type of course and the one having a single professor responsible for its continuity and development.

#### IV. Counseling

- a. Qualifications of counselor: similar to those for the instructor with the exception, that, whereas the latter might find it an advantage to be outgoing and stimulating, the counselor needs to be more receptive, quiet, and understanding
  1. scientific knowledge and understanding of problems of youth
  2. poise, maturity, and objectivity
  3. awareness of own limitations
- b. Purpose of counseling
  1. insight-giving rather than advice-giving
  2. catharsis for student: enough to prepare way for

constructive solution of problem but not so much that student will depend on it for continuous emotional satisfaction

3. simple, tangible aid to student in solving own problem, without effort at reform or the superimposing of counselor's attitudes and interests
  4. adjustment to existing circumstances rather than a formula to fit abstract situations
  5. eventual self-guidance for the student
- c. Methods and procedure
1. conferences should be held privately and regarded as confidences with an ethical responsibility similar to that of the doctor
  2. the counselee should not be put on the defensive or have any weaknesses uncovered which counselor is not prepared to help him overcome: he should be accepted as he is and where he is
  3. the counselor should remember that he is not infallible and that there are definite limitations to the area in which he can be of service, limitations set both by training and by bias or personal experience
  4. final decisions must be made by the counselee after the counselor has helped him to get insight into the situation and his relationship to it (each solution has to be individual)

#### V. References

- a. Adaptation of reading lists to background of students
- b. Guidance in reading
  1. the annotated bibliography
  2. classified lists
- c. Types of libraries
  1. Reserve room with open shelves: valuable for browsing and for helping students gain familiarity with many titles and authors
  2. Reserve room with closed shelves: adapted to plan followed by some universities, e.g., the University of North Carolina, in restricting use of books to members of class
  3. Circulating library
  4. Student-owned library administered by the department (the U. of N. C. plan uses a student annual subscription of 50¢ each to purchase technical and specialized books on marriage and family life. Cards are issued to members of the class each quarter bearing the signatures of both the professor and the student. Upon presentation of card at desk of reserve room in the library, student is called upon to sign his name for comparison with the autograph on his card before a book is lent. This prevents monopolization of books by outsiders and keeps uninitiated out-



siders from circulating misconceptions about the course. This also frees the library from both the responsibility and the expense of purchasing these books even though it cooperates by handling their circulation.)

## VI. Administrative Relations

- a. Importance of administrative approval of course
  1. Courses that have to be disguised to escape administrative disapproval will be lacking in the honesty necessary for effective teaching
  2. Administrative approval can be won rather than evaded
- b. Professorial responsibility
  1. Responsibility for the formulation, direction, and integration of the course should be in the hands of a single professor or department, whether more than one professor contributes to it or not
  2. Centralization of responsibility for student guidance both in the classroom and in the conference room prevents the course from going off at tangents and the student from becoming confused and frustrated.
    - (a) continuity is sacrificed to special talent in the composite course and often the student loses more in security than he gains in authoritative but piecemeal information
    - (b) the growing process is as important as the learning process in a course on marriage and family living: hence the value of following through on the part of some responsible instructor

It seemed to be the experience of the group and the consensus of its opinion that the field for educating for marriage and family living is expanding rapidly and that, while drawing upon many disciplines for knowledge and insight, it will soon be expected to possess a body of integrated knowledge of its own and a corps of trained specialists to impart this knowledge both in academic halls from kindergarten through college and in non-credit courses and other community media.

## REPORT OF COMMITTEE ON EUGENICS AND THE FAMILY

*Frederick Osborn, Chairman*

The eugenics movement seeks to make such changes in the psychological and social environment that, as a natural and largely unconscious process, the more competent and responsible parents in every region and in every occupational group will have larger families than at present, and those parents who do not respond to an improved environment will have fewer children than at present.

In general, the eugenics movement holds that decisions as to size of family must rest with parents themselves. The only exception would be those parents likely to transmit to their offspring serious forms of hereditary defect. Considerations of public health demand that the incidence of defective strains be reduced as rapidly as possible even if it necessitates some social control over reproduction.

The attack on hereditary defect should be the responsibility of public health authorities and the medical profession. Public health authorities are unlikely to accept this new eugenic responsibility unless pressure is put on them by outside voluntary groups. They are not now oriented to this work; it involves a new expense; there is in some quarters religious opposition. The efforts of eugenists should be directed toward stimulating such interest, working through such agencies as the American Public Health Association, the American Social Hygiene Association, National Social Work Council, National Educational Association, and various psychological and mental hygiene groups.

In order to educate public opinion, further research is of the first importance. Research in these aspects of human heredity will require the cooperation of medical men and geneticists. A beginning is being made by a number of agencies, of which an example is found in the proposed Joint National Committee on Extra-Mural Care of the Sub-Cultural. It is hoped that such a committee would exercise much needed leadership in this aspect of negative eugenics.

Looking to the future, medical students must receive instruction in what might be termed medical genetics. At present, only two medical schools include courses in human heredity; that at Ohio State, and the College of Physicians and Surgeons in New York City. Pre-medical work at college should include genetics as a part of general biology, with elective courses in specialized aspects of genetics. In medical school, human genetics can be included in the fourth year in courses on public health and psychiatry. There is evidence that the younger physicians are extremely responsive to teaching in genetics. Both in research and in personal advice to his patients, the doctor will exert his influence, if he has a sufficient background in the importance of constitutional factors. But the doctor is an individualist by training and present practice. Every effort should be made to stimulate his social conscience. The success of negative eugenics depends on enlisting the active interest of the medical profession.

But the main interest of eugenics is in the distribution of births among the normal elements of the population.

Today, in the United States several trends are evident which greatly affect reproduction:

*First:* The continuing urbanization of our people, with



the increasing difficulty of rearing children under urban conditions.

*Second:* Extension of birth control and the culture pattern of family limitation.

*Third:* A constant increase in community services for children which tends to reduce the cost to parents for feeding, housing, educating, and giving other needed services to their children.

The extension of birth control and the increase in community services for children are in effect population policies, whether or not consciously adopted with that purpose in mind. Studies by sociologists and students of population indicate their importance to reproduction. At present, the effect of birth control is felt in a rapid decline in births. Inertia is a more important factor than religious opposition in retarding the spread of contraception. The recent experiments in North and South Carolina indicate an underlying popular demand for contraception even in the most remote districts. Community services for children are as yet too limited to have any noticeable effect on the general birth rate. Ultimately it is hoped that responsible parents will be encouraged to have more children because of the reduction in cost of rearing children resulting from the assumption and rendition of services by the community; this development will tend to offset the reduction, effected by use of birth control, in the number of children. Both of these trends make for freedom of parenthood, freedom to restrict the size of one's family by accepting birth control and freedom to have children by relief from the heavy financial penalties now experienced by those with large families. At present, people are largely divided into two groups. One group consists of those who are not free to restrict their families because they are unacquainted with the culture pattern of contraception. The other group consists of those who are not free to have more than one or two, or at most three children because of the economic handicaps attaching to children. The future quality of the population depends on extending to both groups the conditions necessary to freedom of parenthood.

The extension of birth control and the development of community services to children are major population policies. They should go far to offset present conditions under which the majority of the country's children are born to parents who, through isolation, ignorance and/or poverty, are unable to provide an environment sufficient for proper child development. These population policies will also diminish present dysgenic trends. But they are preliminary to truly eugenic measures. Eugenic measures, in a society where parents are free to decide how many children they will have, will be concerned with the psychological influences, from infancy through adult life, which will produce in those persons most responsive to the best in their environment, a tendency to have

more children than do those less responsive to their environment. And eugenics will be concerned with the development of a public opinion, not only in the general public, but more especially among doctors, nurses, ministers, and leaders of all sorts, which will be sufficiently discriminating to encourage large families among certain parents, and small families among others. Modern psychology offers suggestive leads along these lines. Present expense of children has forced many superior parents to have small families. But, even if a larger part of the cost of rearing children is taken over by the community, the psychological atmosphere of the small family is likely to be self-perpetuating, unless psychological conditions are also changed. Breast feeding and cuddling are the first influence on child development, essential to the child's sense of security and affection. Through the early years the parents, especially the mother, are the major influence in the developing personality of the child. Modern work in child guidance has much to offer, but there is a danger that the very parents most eager to help the child will injure it by oversolicitous protection. The pain of surrendering the habit of constant maternal care is to some mothers more difficult than the labor of childbirth. Only as the child takes over responsibility for itself will it grow into a full personality, able to make free decisions as to marriage and the size of its own family.

These and other leads may be followed to reintroduce large families in groups where the small family pattern is universal.

Eugenics requires a substantial proportion of large families; eugenic selection can only be effective where a considerable number of parents have five or more children, and at the other extreme, a considerable number have few or none. It must also be recognized that many couples who wish to have children are involuntarily childless. A suggested distribution of births per 100 married women in a eugenic form of society might be as follows:

Per Cent Married Women	Children per Couple	Total Children
17	0	0
15	1	15
16	2	32
18	3	54
19	4	76
10	5	50
<u>5</u>	6 or more	<u>35</u>
100		262

This would supply on the average 262 children per 100 married women, a number just sufficient for replacement. It will be noted that one third of the mothers in this distribution are assumed to have four or more children.

Psychologists tell us that the large family, other things being equal, provides the best environment for rearing children.



But how are we going to provide for the care of large families in an urbanized civilization? The great majority of incomes are less than \$2,000, many less than \$1,000, a year. Divide these figures by seven—two parents and five children—the yearly per capita income is less than \$300 for some, and less than \$150 for others. This is not enough for food, housing, clothes and recreation in any American city.

The recent study of Consumers' Purchases, made by various government bureaus, indicates what happens to most urban families when there are three, four or more children. The proportion of total income spent on food goes up, but the cost per meal per person in the family goes down by almost one-half of the per person expenditure of couples without children. Thus, in most large families the children are at or below the margin of undernourishment. The proportion of income spent on housing remains the same; more children are crowded into the same number of rooms. All other expenditures are cut to make up the extra food budget; recreation, medical and dental services must be reduced to a very low level. How else can one rear four or five children on an income at best adequate only for two? Evidently there must be a new conception of the responsibilities of the community for child care. There is not space here to consider how these changes might be attempted or what has been done along these lines in other countries. A new pressure group, composed of parents or those desiring to be parents, must be built up to compete with existing pressure groups, such as veterans and Townsendites. The public must decide whether the children who will compose the next generation are more important to society than other groups now clamoring for public support. Only after changes in community services for children have been introduced can the culture pattern of family limitation—the small family system—be broken down in such a way that births, instead of clustering around a mode of two per family, will be voluntarily more frequent in some families and less frequent in other families.

Eugenics is a conservative movement on the side of personal development. It demands a return to the old moralities: self-control, patience, love of children—all the fine qualities which make for family life. But in the matter of community aids to children, the eugenics movement is radical and based on a reorientation of social aspirations, and aims toward a higher average quality of human life.

The eugenic ideal of family life is essential to the continued success of democracy. And democracy in turn is essential to a sound eugenics, for democracy seems the only form of government which offers the necessary checks to an improper use of genetic knowledge. Just as democracy protects free speech and individual liberties, so it must protect parents in their freedom to decide on how many children they desire and are able to care for.

## REPORT OF COMMITTEE ON MARRIAGE AND FAMILY COUNSELING

*Emily H. Mudd, Chairman*

The Committee on Marriage and Family Counseling held two sessions, the first centering around the topic, "The Premarital Interview," and the second around the topic, "Marital Maladjustment." The general plan of the Conference was followed in inviting several representative professional persons to participate in each session. The following suggestive definition of counseling was submitted by the chairman at the beginning of the meetings:

Counseling has been defined by Gilbert Wrenn as "a personal and dynamic relationship between two people who approach a mutually defined problem with mutual consideration for each other to the end that the younger or less mature or more troubled of the two is aided to a self-determined resolution of his problem."

The Premarital Interview was discussed by The Rev. J. Wesley Twelves, pastor of the Church of the Epiphany, Germantown, representing the church; Professor Norman E. Himes, of Colgate University, representing education; Dr. James C. Janney, of Marriage Study Association, Boston, representing gynecology; Miss Helen White, of the Family Society of Philadelphia, representing family case work; and Dr. S. Bernard Wortis, National Committee on Maternal Health, New York City, representing psychiatry.

These various settings for premarital interviewing reveal differences in approach both on the part of the counselor and of the young people seeking help. The minister, the physician, and the educator deal for the most part with normal young people who do not have severe problems. The psychiatrist and the family case worker, however, deal chiefly with cases where there are more emotional stress and strain. The first three professional groups devote a great portion of their time to exposition of facts and principles, which they have come to believe should be understood by every young person entering marriage. The minister's opportunity is influenced by the fact that the young people are required to come for an interview and that he in turn is required to introduce definite concepts of marriage as held by the church. Some doctors tend to be didactic both for efficiency and because the authority of science is reassuring to young people today. They try to extend the use of that authority, however, to bring out the importance of spiritual and emotional as well as physical values in successful family life. Some doctors prefer to see both man and woman together so that they may have a common background of vocabulary, facts, and point of view. They encourage an exploratory, experimental attitude as young people start marriage. The educator believes that college



students' questions can be answered for the most part in a group presentation of material, and that the greatest contribution that needs to be made is in socializing the students' points of view: i.e., enabling them to evaluate problems of marriage and family life from a broad, social point of view, so that they may be better prepared than they then are when self-interest is predominant. Group work needs to be supplemented by individual interviews for a few students.

Individual interviews, varying in content with each case, form the basis of premarital work in case work and psychiatry, where long-standing emotional problems may determine whether or not an adequate adjustment to marriage can be made. A friendly atmosphere is essential where no moral criticism is implied by the counselor, and where the young person is made to feel that he is not pathological just because he has problems, and that many other people share his types of problems.

Points relating to preparation for marriage which were discussed, and on which there was general agreement, were:

- 1) *Sex education* should be given earlier, and to a greater extent in the schools.
- 2) More instruction is needed in *medical schools* on contraception and marriage adjustment.
- 3) *Marriage counsels* should be divorced from hospitals and psychiatric clinics. There should be more community organization of counseling service. It should, perhaps, be a function of a public health program.
- 4) *Marriage counselor* should be a person at peace with himself, not necessarily married, who has definite bodies of pertinent information upon which to draw, who does not impose his own judgments or emotional problems on the client, and who can help the client make his own decisions.

Interrelationship is needed of many different professional groups in the field of counseling.

- 5) *The goal of premarital counseling* is not only to help the client with the present problem and to give him equipment for making a future adjustment, but to lay the foundations for happy family life that will prepare the client's children in their turn to establish successful family life of their own.
- 6) Premarital counseling is thus working toward the ultimate elimination of the need which it now serves.

The session on Marital Maladjustment was addressed by the following participants: Dr. Lovett Dewees, family physician, Ardmore, Pennsylvania, representing general medicine; Mrs. Anna Budd Ware, Family Consultation Service, Cincinnati, Ohio, representing family case work; Mr. Robert G. Foster, Merrill-Palmer School, Detroit, Michigan, representing education; Miss Gladys Gaylord, Maternal Health Association, Cleveland, Ohio, representing maternal health; Dr. O. Spurgeon English, Temple University, Philadelphia, representing psychiatry.

The family doctor sees two types of marital problems, those in people whom he has known for a long time, where

he may have seen signs of strain developing, and in those who come because they learn that he is an understanding person. The most common complaint is of difficulties in sex adjustment. It is essential to keep trying to evaluate just how important sex adjustment is. Poor sex adjustment may be over-emphasized as a factor in developing marital strain. Knowledge of good contraceptive technique has real therapeutic value in the resolution of some difficulties. The recognition that similar problems have been experienced by others is also helpful to the client. It is important to help the client avoid making drastic decisions when under intense emotional strain.

The private family welfare agencies have recently established services to economically independent clients. Families with persons of all ages come in for advice. The family case worker carries the treatment relationship only to the depth that the client is ready to use, even though other problems may be seen by the worker. She attempts to bring into play other community resources, or other professional persons who might prove helpful to the situation.

The educator stressed the need for studying problems of normal people, and of enlarging educational work so that there will be less and less need for remedial work.

The Maternal Health Association of Cleveland believes that medical services should eventually take over contraceptive work, and that educational services should take over preparation for marriage. At present they are assisting in the training of social workers and doctors. They also offer considerable time for conferences with their clients who are using their service.

The psychiatrist believes that "when the story of marital maladjustment is told, we find usually great personal need of love and consideration—often so great that the needs of the marital partner cannot be considered at all. The assets of the other party are ignored and in their anxiety they concentrate only upon what they do not get from marriage." Counseling should help to project the distorted pictures for the individual to see, and give him something to think about and build on.

Discussion of counseling in relation to marital maladjustment:

- 1) *Need for diagnosis.* Counselor has to evaluate importance of presenting symptoms and relate these to underlying difficulties. Presenting symptoms may be resistance to authority, inability to endure routine, desire to interfere with, to reject, punish, or destroy the marriage partner. It is necessary to be sensitive to what the person wants, and to ascertain to what extent his expressed needs indicate a breakdown or lack of emotional relationship between two people.
- 2) *Problems.* No one single factor can create a marriage problem. Every problem has a broad base. Happy childhood, security and satisfactory emotional relationships before marriage may enable people to get along happily in spite of too frequent pregnancies, poverty, religious and social differences, or other factors commonly considered hazards to marriage.



- 3) *Plan of treatment.* Counselor must differentiate between cases he should and should not handle. Some counselors work directly in consultation with psychiatrists. Marriage counseling probably should not belong under a contraceptive service, because this would put general problems under a specific service. Level of treatment must be determined individually for each case and for each agency. Goal should be "a self-determined resolution of his problem."
- 4) *Research.* The therapeutic situation offers an experimental setting in which the therapist may take his theories about family relations, and reformulate them into useful tools of prediction and control. Thus family counseling may, through the nature of its functions, throw much further scientific light upon the social psychology of family life.

*Resolution:* Resolved that the National Conference on Family Relations appoint a committee to investigate the possibilities of instituting regional facilities to help persons working in the marriage counseling field to train themselves better for this work.

### REPORT OF COMMITTEE ON MARRIAGE AND FAMILY LAW and Its Administration

*Max Rheinstein, Chairman*

The Committee recommends that the National Conference participate in the study of the problem of needed changes in the law of domestic relations, especially with respect to the personal and property rights and mutual obligations of husband and wife, taking into due account the interests of children, creditors and other third parties. The Committee recommends in particular that the National Conference work toward the end of bringing together lawyers with other professional and lay groups interested in the family for discussions preparatory to legislative measures.

The Committee favors a property system by which each spouse participates in the gains or acquests which have been made by either spouse during marriage, providing, however, full independence of each spouse to dispose of his respective assets during coverture.

The Committee recommends that the Conference assist in the further study of the national problems of the subcultural groups in relation to marriage and family law. It recommends that this study develop along the following lines: (a) a broad educational program to meet the need of subcultural children and adults as interrelated with the needs of the general population; and, (b) a specific program to emphasize the need for research into special techniques of social control with a view to decreasing the number of mental defectives within the population. These techniques would include segregation, supervision within the community, and any other measures which may seem medically or socially warranted in the interest of the subcultural group and/or society as a whole.

The Committee favors an impartial counseling for married couples to solve their legal problems, either by conciliation boards or by extending marriage counsel to these problems.

### REPORT OF COMMITTEE ON MARRIAGE AND FAMILY RESEARCH

*Joseph K. Folsom, Acting Chairman*

After the first discussion session on Tuesday afternoon, the acting chairman appointed a subcommittee which formulated the following report. This subcommittee consisted of Dr. Amey Watson, Mrs. Wessel, Dr. Kelley, Dr. Oberndorf, Dr. Kingsley Davis, Dr. Infeld, and Dr. Folsom.

*I. The major types of research recently reported or in progress.* After some efforts at a logical classification, the following rough empirical classification was used:

1. Projects concerned with the measurement and prediction of success or happiness in marriage
2. Diagnostic and therapeutic studies of marital conflict or maladjustment
3. Ecological studies of family and marriage phenomena
4. Demographic studies (sex ratios, etc.)
5. Studies of the parent-child relations including the adjustment of the aged to family life
6. Studies of family culture patterns: (a) cross-sectional comparative, including studies of single cultures; (b) dynamic studies (changing family patterns, etc.)
7. Time studies
8. Studies of costs and standards of living
9. Studies of laws regarding marriage, divorce and the family, their functioning and results

*II. The important methods in use in marriage and family research.* The committee feels that many methods are applicable to only certain types of research, but that certain general kinds of methods may apply to all or several of the nine research types above. If methods be classified as cross-sectional versus genetic, then both kinds apply to all the nine types. If methods be classified as case versus statistical, then the types of research seem to involve methods as follows:

1. Prediction studies—statistical method
2. Diagnostic—case method
3. Ecological—statistical
4. Demographic—statistical
5. Parent-child—both methods
6. Culture patterns—both methods
7. Time studies—always quantitative; may involve few or many cases
8. Costs and standards of living—both methods
9. Legal studies—both methods

The experimental method is sometimes usable in family research, as for example in studies of behavior and interaction in situations artificially set up in summer camps;



in various studies using control groups; and in some home economics studies.

In a more specific sense, "methods" are "techniques" and "tools." Important techniques are:

Questionnaire  
Tests, scales, and physical measurements  
The happiness-in-marriage scale  
The interview  
    Psychiatric  
    Social  
    Other combinations  
Psychoanalysis  
Psychodrama  
Life History  
Examination of other documents including letters, court records, etc.  
Sociometric studies of quasi-family groups  
The participant observer

Techniques may be supplemented by the use of certain tools such as photography, the motion picture, the phonograph, the pedometer, the calorimeter, the electric eye, the Terman technique for preserving anonymity, etc.

III. *New research that should be undertaken or research that requires more emphasis.* Types refer to the nine types under Question I.

1. Studies of interaction in marriage, its patterns and changes, over and above the study of the separate personalities as such; crises, forms of conflict, compatibility (type 2).
2. The social inheritance of attitudes and mores, identification, the "weaning" process; "carriers of mental ill health," bad emotional habits. Alternation of generations in certain characteristics, (type 5).
3. Deep-analysis studies of couples showing large deviations between their actual success and their prediction scores; other uses of deep-analysis together with tests and other quantifiable data on same couples (type 6).
4. Studies of success and failure in remarriage (type 1).
5. Studies of personal life histories of love relationships and friendships (defined independently of marriage or other legal relationship) (type 2).
6. Evaluation of guidance courses and procedures; client needs and agency functions; do the well informed and prepared young people make better successes? (type 1).
7. Formulation of a theory and conceptual framework for the study of the family, translation of one conceptual scheme into another, semantic-logical analysis (new type).
8. More thorough studies of the whole structure of marital selection in large groups: "rating and dating," characteristics of the non-marrying, intermarriage of different sects, of types of personalities, ages; the sociometry of love and marriage (types 1, 3, 4 and possibly new types).
9. Studies of motivations for having large and small families (new type).
10. Economic analysis of homemaking procedures under different conditions, cooperative living, etc. (types 6, 7, 8 and possibly others).
11. Studies of various culture patterns of the family from the standpoint of their inner consistency and power to satisfy human needs; the possible improvement of our general family mores (type 6).
12. Role, theory and indices of different roles; comparisons of different cultures in some (types 2, 5, 6 and others).
13. Study of consumers' choices (types 7, 8 and new type).
14. Relation of spontaneity of a person to his marital success (types 1 and 2).

15. Life cycle research (type 2, 5 and possibly others).
16. Studies of participation of family members in community activities and the relation of family and community (types 3, 6, 7 and others).
17. Studies of employed household labor in relation to family (types 3, 6, 7, 8, 9 and others).

#### IV. *New methods which should be considered.* (1)

There appears a need for better criteria of success or adjustment in marriage, which will not be uniform but given in terms of the different value-patterns we actually find among people today in their expectations of marriage. This is related to the democratic process. (2) There is need for a way of securing the cooperation of much larger groups of subjects than we have so far had in marriage research.

V. *Proposals for more effective integration of research among different disciplines.* The committee feels that the so-called "disciplines" or "sciences" which contribute to family research are merely traditional; a logical classification of the data or types of research in the family would not correspond at all to these disciplines. The traditional disciplines are partly definable in terms of techniques used by their members: thus the psychiatrist uses the clinical interview and any or all medical techniques; the psychologist is expert with tests and scales but may not handle the patient, etc.

In any case the several kinds of scientific workers dealing with family relations should be brought into greater cooperation and mutual understanding. Measures which would aid this cooperation include:

- (1) Research planning and supervising by an interdisciplinary group, as in the Yale Institute of Human Relations, the Social Science Research Council, the Committee on Research in Causes of Fertility, etc., county planning committees under the Department of Agriculture programs, etc.
- (2) Joint conferences like the present one.
- (3) The establishment of community centers for family counseling where records are kept and referrals of cases made to various professional workers.
- (4) A journal providing digests of important research reports relating to the family in all disciplinary fields, such as psychology, sociology, physiology, home economics, population and child development. Attention was called to *Psychological Abstracts*, *Child Development Abstracts and Bibliography* and *Population Index*, which do this work in particular fields and might be referred to.
- (5) Clarification of concepts and their translation into those of other disciplines.
- (6) The practice of each disciplinary group inviting speakers from other groups.
- (7) The use of the same test or scale in several research projects.
- (8) Cooperation with Federal Government agencies.
- (9) Endowed institutes for research in marriage and the family.

Preliminary work was done under L. S. Cottrell, Jr., chairman; the committee work and report were under J. K. Folsom, Acting Chairman, because of Professor Cottrell's inability to attend the committee meeting.



## REPORT OF COMMITTEE ON YOUTH AND ITS PROBLEMS

Oliver M. Butterfield, Acting Chairman

Before entering upon a detailed discussion of the special problems of many youth in our present generation, some word of recognition should be given to the fact that by no means all of the more than 21 million unmarried young people between 15 and 30 years of age in the United States are having serious personal and vocational difficulties. The vast majority of our youth are making fairly good adjustment along both personal and vocational lines. But so long as the record of marriage failure hangs around the 25 percent mark and some 4 million, out of a total of about ten million single people in their twenties, are without employment we cannot be content to rest on the laurels of mediocre success. The conviction is strong with us that enough is known of the cause and the cure for these unhappy conditions to do something effective about them before this generation becomes utterly discouraged about democratic processes of life and government.

All youth, whether rich or poor, find it necessary to make adjustments in two important areas of life, (1) in respect to their human relationships, and (2) in relation to the making of a living income. Periods of industrial depression and unemployment are not responsible for all the difficulties encountered in such adjustments, but they serve to make the struggle more severe for many more people than is true when money and the economic survival is not quite so difficult.

### *Problems of Adjustment to Human Relationships*

1) *Adjustments to Parents and Elders.* Under this heading come all manner of conflicts concerning questions of respect and confidence between parents and children. There are also problems relating to standards of conduct for eating, sleeping, dressing, entertaining, religious observances, education, vocational choices and home duties, if any.

2) *Adjustment to Brothers and Sisters.* Here arise matters of mutual respect and consideration, cooperation and conflict in work and play, problems of jealousy and dominance, and the establishment of those close ties of loyalty and devotion, (or the lack of them) which make family life the most influential force in the experience of the average individual. The only child tends to suffer a serious lack when he has no opportunity to make such adjustments, in either a favorable or unfavorable degree.

3) *Adjustments to Companions and Friends.* Beyond the experiences of the family circle are others, similar in type, but involving certain added problems, such as, those of group and personal status founded upon age, race, language, education, religion, industrial classifica-

tion, and economic attainment. Here self-respect and family loyalty are tested, and the elements of democratic community life either destroyed or established.

4) *Adjustment to Courtship and Marriage.* As one aspires to adulthood he enters upon friendships which are partly matters of recreational companionship and partly matters of experimental courtship. During these experiences arise questions about the etiquette of dating, problems of going steady, perplexity about the reality of "true love," questions of the validity of sexual standards and religious ideals, anxiety over specific values in mate selection, and finally, about preparation for successful marriage and parenthood.

In the rapidly changing events of the present generation many parents not only feel quite inadequate to help youth solve their problems, but they are, without outside help from some sort, hopelessly incapable of helping youth meet and successfully solve many of these perplexities.

### *Problems of Vocational Adjustment*

In America young men, and in except possibly the upper ten percent of our income brackets young women too, are under great social pressure to get employment as soon as possible after they leave school and become self-supporting, or often to assist with the support of the parental family. In a time when at least 40 percent of the unmarried youth of this generation are without jobs of any sort this pressure of expectancy falls with a heavy hand upon those unaccustomed to bear it.

The consequences of continued unemployment and the apparent hopelessness of any early solution for such unemployment has led to many serious questionings. Among educators there are such inquiries as those raised by Dr. Robert Lynd of Columbia in his recent book, *Education for What?* Among college-trained but unemployed youth there is talk about "wasted training" and the futility of taking blind-alley jobs while "hoping one's way out of poverty and despair."

The problem of choosing and preparing for one's life work has never been very well solved in America, even among the well-to-do. There are many instances today where these sons and daughters of the once-rich are in greater need of social and vocational guidance than others who were always poor but who had learned both to shift for themselves and not to expect too much of life in general which one did not gain for himself.

One of the evident results of this depression is the demonstration of how utterly inadequate is our educational and industrial system for coping with such shifts in economic and technological changes as are likely to occur in a world such as ours. Youth feels that something should be done about it so that neither ideals nor energy shall be wasted to the extent they are being wasted today.



The personal and social disorganization resulting from the continued unemployment of 4 million youth out of school and college and ready for work, and for the establishment of homes of their own, is much more serious than many secure and busy people realize. Among the more serious consequences called to the attention of the committee were the following:

- A) Intra-family conflicts over matters of money, social life, education, marriage, and the choice of a vocation
- B) "Nervous breakdowns" of repressed and discouraged youth who remain at home and, because of fear and a sense of inferiority, lack the courage to fight back either in the home or out of it.
- C) Many boys, and girls too, taking to the road in order either to escape parental domination or to relieve the family of their support in view of the hopelessness of getting a job at home.
- D) A serious breakdown in ideals regarding family life, both present and prospective. Girls repeatedly ask, "Can marriage ideals be too high?" and boys who had always hoped to marry frankly wonder whether they ever will. Married youth ask cynically, "Who has the nerve to bring children into this cock-eyed world?" It is difficult to avoid the conclusion that the 27 percent increase in illegitimacy which took place in the United States from 1929 to 1935 was somehow closely related to this despair psychology and the consequent moral confusion of youth.
- E) A general sense of frustration and hopelessness resulting in an increase of delinquency and crime which is as much a rebellion response as it is a lack of a sense of personal worth and social responsibility.

### *What Can be Done About It?*

The committee did not attempt to review all the historical and sociological background of these present conditions. That has been done with enough competence and clarity to justify something more than resolutions and advice. Two types of action are needed to meet the situation: (1) Some varied forms of immediate relief for the emergencies which now exist in both the areas of life mentioned above: (*personal human relations and vocational adjustment*) and (2) The getting under way of a program of long-term guidance and planning which will regularly take care of the problems which the present depression has so seriously accentuated.

### *Immediate Short-Term Relief Programs*

#### *1. In Matters of Personal Adjustment and Family Relations.*

A) *Personal Counseling Facilities.* By means of existing organizations, such as schools, churches, courts, marriage clinics, welfare agencies, character-building institutions, and professional counselors, facilities should be provided so that every individual in need could be evaluated as to abilities and guidance needs and taken out of the hit-or-miss group of confused and floundering youth.

B) *Inexpensive Recreational Facilities.* For the maintaining of morale and normal social outlook and experiences it is important that there be in every locality ample

opportunities for recreation which satisfy the needs of youth without increasing their sense of economic inferiority.

C) *Improved Housing.* While general housing changes are part of a long-term program there are many instances where the securing of more suitable quarters for a specific family is one of the essentials of successful social adjustment. To live in such squalid quarters that there can be no hospitality of any kind is to drive youth into the streets, the cellars, and the dives for exploitation and dissipation.

D) *Increased Facilities for Protecting Health Standards.* Undernourishment and worry add considerably to the incidence of disease and death. Youth as well as age requires such opportunities to preserve and restore good health as will prevent physical and mental breakdown from further complicating bad social and economic conditions. Here is the chance of a generation to demonstrate the practicability of socialized medicine and hospitalization, which the indifference of a prosperous day would probably never afford.

#### *2. Short-term Measures for Vocational Relief.*

A) *Work Projects by Local, State and Federal Governments.* With unemployment acute in both urban and rural areas, and with such diverse and yet such limited opportunities for immediate employment, perhaps nothing better in form can be devised than the work projects and the work camps represented by the CCC, the WPA, the PWA, and the NYA. Coupled with certain educational features, and applied to undertakings of genuine worth and permanence, such enterprises can be used to take much of the slack out of the unemployment situation.

B) *Special Vocational Guidance and Training Courses.* For the youth still in school, and for others who might be sent back to school with NYA or other funds, there needs to be given special attention to the vocational training and re-training of many youth. The youth with two skills may be able to find employment much more readily than one who has none or only a single trade for which there may be no demand whatever.

C) *Placement Agencies.* Further work should be done in the listing and the placement of employable individuals, particularly young people. So far as is possible we should eliminate that fruitless searching for jobs which do not exist and seek to help youth get in touch with those which are real, even though not easily within their grasp at the moment.

D) *Miscellaneous Provisions.* In addition to the above temporary and immediate adjustments there could be numerous local aids to employment and adjustment. Some modification of limitations on apprenticeship regulations, shortening of hours or the staggering of jobs, providing for union memberships, for educational loans,



and in some cases for the outright subsidization of business enterprises, small and great, which can provide employment in basic industries might serve the ends of immediate need without the necessity of setting up more permanent and extensive services.

### *Permanent and Long-Term Projects*

There can be little doubt from the various surveys of social and industrial change which have been made within the past decade that something more than temporary relief will be needed to manage the unemployment problem as well as that of the disintegration and the break-up of the family. We might as well accept the necessity of some long-term programs for these social needs as to deceive ourselves into thinking that "after the depression all will be well." The facts are that all was not well before the depression. If out of the turmoil we are able to see and set up methods and programs for reducing and possibly overcoming the major problems of this period the great losses and sacrifices of this generation may not have been wholly in vain.

A) *Permanent Educational Measures.* We need to assume that family life and vocational adjustment are central and not incidental in education. There needs to be a place for culture and a "liberal education" but if such education as we have had "lets the family go to pot" and fails to fit one somewhere into the economic scheme of things then it serves society poorly. There needs to be woven and thoroughly integrated into the present educational set-up adequate provision for education which includes human relationships, family life, mental hygiene, sex education, home economics, and skills relating to hospitality and non-commercial recreation. Present trends in this direction need to be encouraged.

Added to this, and closely correlated with it, should be a program of *Parent Education* in every community, (possibly compulsory), which would enable parents to better understand their children and the problems they are facing. Often social change has been so rapid that parents are called upon to help their children with problems which they themselves never faced and never can unless they have help from some agency outside the home. Parent Education and Adult Education have sufficiently set the stage and done the basic experimentation so that some such program would be readily feasible.

B) *Activity Groups for Youth Themselves.* While the schools may be expected to take care of those who are enrolled with them there needs to be some better and more permanent organization of youth beyond school age. Some plan for the organization of *real-life activity groups* needs to be put into effect so that all young people can have a chance to serve some sort of an apprenticeship in civic activities. If democracy is to survive and adjust itself to industrial and social change without revolution

and disaster youth must have a larger say in its planning and direction. With a steadily increasing proportion of the population listed as beyond fifty, youth will have to fight for its civic rights in the days that are ahead. The "crack-pot plans for old-age security" are strong evidence of the trends now under way in this direction. Unless youth have a means of united discussion and action they will become once more *infants* in a patriarchal civilization based wholly upon the rights of the elders. In some communities youth have gone a long way not only toward solving their personal-social relations but also toward creating their own jobs. Every encouragement and every assistance should be given for the furthering of such programs.

C) *Nation-Wide Plans for Production and Employment.* For nearly a hundred years we have been dimly aware of the possibility of an avalanche of technological unemployment descending upon us some day. In a coal mine formerly employing some 700 men it was possible for less than a hundred to get out the same amount of coal after the shaft had been equipped with electrical machinery. In a region where there is nothing but coal and where, for three generations the families have known nothing but mining, something more than local "relief" must be the answer. For generations now the philosophy of "rugged individualism" and "democratic initiative" have stood across the road to any sort of a planned economy. If real democracy is to survive it must solve the riddle of local autonomy and nation-wide, and even world-wide, economic and industrial pressures. Local responsibility should be developed to the utmost but there comes a time when nothing less than nation-wide planning will suffice.

For instance, today the rural areas are producing the only excess of population in the nation. With the probable increase in the mechanization of rural agriculture and industry there is scarcely the remotest hope that these "extra hands" will or can be absorbed where they were born. Some form of moving is not only inevitable but vitally important unless the cities can be made so attractive to family life that enough children will be born to supply the needs of the mills and the commercial institutions grouped in the urban areas.

Today this mobility of population is uncontrolled, unplanned, and even unsupervised. No one who comprehends in the slightest degree the many and complicated factors involved will regard the problem of working out a formula for planning employment and population control or will insist that it can be quickly or easily done. But with equal certainty all of us realize that somehow it must be done. Democracy itself is clearly at stake in the solution of this problem. There are no more "purely local solutions."

D) *Employer-Worker Cooperation.* Some larger meas-



ure of employer-worker cooperation must be attained if the American system is to survive. Mutual ignorance of the other's interests and responsibilities has resulted in strikes, lock-outs and labor wars of various kinds. No stabilization of employment or production can be expected or retained if it should come through unplanned circumstances, without the purposeful and intelligent cooperation of Capital and Labor. If the two groups cannot come to terms of their own the time is not far distant when the public interest may be best served by an increasing measure of compulsory regulation of the terms of employment and production. Youth will never be served well until some such stabilization of production and employment is attained.

E) *Legislative Safeguards.* It has been wisely said that legislation never makes progress, it only records it. In city councils, state legislatures and on the floors of Congress the questions of labor and industry and the welfare of the family as an institution must be thrashed out. Instead of tax-rates and debt-load being the measures of expediency we need some criterion of political action which will make family life and the quality of human

existence the central measure of decision and action. The material adequacy of American resources being what they are it is ridiculous to insist that a decent standard of living is not possible for all. Youth is tired of shrugging shoulders and empty hands. Good sense, cooperative planning, and a generous measure of human kindness can solve the riddle of family maladjustment and unemployment in America. To insist otherwise is to discount in a most illogical manner all that education, industrial genius and democratic ideals have built up within the bounds of the country we call America.

Youth today is not simply a spoiled child asking for special favors regardless of what others may lack. All youth asks is a fair share of the resources of intelligent guidance and material well-being so that the blight of the depression shall not fall with needless devastation upon a large proportion of the parents of the coming generation. What America is to be in the century ahead may be determined by the way in which the legislators, the educators, the business men and the leaders of labor meet the present needs of the underprivileged half of the present generation of youth.

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# News and Notes

## National, Regional and State Conferences

### *The National Conference on Family Relations.*—

At the meeting of the Executive Committee held in New York on March 18 it was decided to hold the Third Annual Meeting in Chicago, December 26-27. Meeting in Chicago during this week will be the American Sociological Society, the American Association of Law Schools and the American Statistical Association.

Mary K. White was elected Executive Director of the Conference and Associate Editor of *LIVING*. Mrs. White received her Master's Degree in social work from Indiana University and has done graduate work in sociology at the University of Chicago. She is joint author of the Social Science Research Council Research Memorandum on Social Aspects of Relief Policies in the Depression and was formerly employed as a statistician at the Council of Social Agencies of Chicago.

The members of the newly established Board of Directors of the National Conference are: Adolf Meyer, M.D., President, Ernest R. Groves, Vice-President, E. W. Burgess, Secretary-Treasurer, Harriet S. Daggett, Stanley P. Davies, Evelyn Millis Duvall, Mary Fisher, Joseph K. Folsom, Lawrence K. Frank, E. Franklin Frazier, Gladys Gaylord, Sidney E. Goldstein, Norman E. Himes, L. C. Marshall, Emily H. Mudd, Rt. Rev. Msgr. John O'Grady, Frederick Osborn, Paul Popenoe, Margaret E. Rich, Lydia J. Roberts, Paul Sayre, George S. Stevenson, M.D., Edna White, Faith Williams and L. Foster Wood.

The Advisory Council includes chairmen of regional and state conferences and a few individuals appointed by President Meyer; at the present time the personnel of the Council includes: C. Arnold Anderson, W. S. Bernard, Huntington Cairns, Harriet S. Daggett, A. S. Emig, Fred C. Frey, L. E. Garwood, Sidney E. Goldstein, Edward W. Gregory, Jr., E. B. Harper, Norman S. Hayner, Samuel Haig Jameson, James C. Janney, M.D., Nadina R. Kavinoky, M.D., E. T. Krueger, Harvey W. Locke, Isabel E. Lord, Wyatt Marrs, Geoffrey May, Coyle Z. Moore, Wayne L. Morse, Ethel R. McDowell, H. W. Nisonger, Merton D. Oyler, H. L. Pritchett, C. Rufus Rorem, Una Bernard Sait, Arthur J. Todd, Miriam Van Waters, C. C. Zimmerman, and Frederick M. Zorbaugh.

Recently Max Rheinstein and Evelyn Millis Duvall have been appointed chairmen of the committees on Marriage and Family Law and Problems of Youth, respectively.

*Award of Merit.*—For the year 1939 the National Conference on Family Relations has presented its Award of Merit to Chester Garfield Vernier with the following citation: "Law Teacher, Pioneer in the Statutory Law of

Family Relations." He has not only brought the light of comparative law into one of the darkest corners of the confusion and caprice of local law, but has made available in workable form the vast field of state statutory law in family relations, for the service of all.

We are told that nothing new is ever done or thought, that it is just a matter of new arrangements or new emphasis in dealing with old material. But there is such a thing as having knowledge so confused and so obscure that no one can use it, and perhaps there is little sense in talking about original achievements until one knows what the past contains and what are the problems. Through his volumes on family laws Professor Vernier has brought order and usability to the vast heterogeneous mass of state statutory law in the field of family relations. Lawyers, judges, legislators, sociologists, scientists, educators and all others, who want to make their contributions to the improvement of family relations, have been held back in a thousand ways—many of them without their knowledge—because they did not know the present situation of the actual statutory law affecting family relationships. This necessary work for all further accomplishment, Professor Vernier has supplied. All the workers in the social sciences are his debtors and those of us who work especially in the field of family relationships are his very grateful debtors and his cordial admirers.

*The Midwest Regional Conference.*—The second annual meeting will be held in Cincinnati, Ohio, on May 20 and 21. Emphasis will be placed upon the psychiatric aspects of family relations in view of the meeting of the American Psychiatric Association in the same city from May 20-25.

One session will be devoted to a consideration of the work and future plans of the White House Conference on Children in a Democracy with discussion of methods by which members of the National Conference on Family Relations can work in local and state communities towards achievement of the plans as set forth at the White House Conference.

Members of the National Conference residing in the states making up the Midwest will receive detailed information about the program early in May.

*The New England Regional Conference.*—Many leading specialists and authorities on the family and child problems will attend the Conference to be held at Harvard University, July 24-26. Meetings and round tables will be open without charge to all officially registered in the Harvard Summer School. Detailed information may be obtained from Carle C. Zimmerman, chairman of the



New England Conference, 200 Emerson Hall, Harvard University, Cambridge, Massachusetts.

*The Pacific Northwest Regional Conference.*—The second annual meeting of the Conference will be held under the chairmanship of Norman S. Hayner in Seattle, Washington, on May 3 and 4. An opening session will be held for the instruction of participants in the informal round table conferences whose reports on findings will be formulated after the banquet by small committees from each round table. On the next day the reports of the round table committees will be given to the round tables, whose chairmen will report to the general session before the business meeting. A luncheon will terminate the Conference.

Round tables have already been planned on the following subjects: marriage and family research, education for family relations, marriage and family counseling, marriage and family law and its administration and the economic basis of family life.

*California State Conference on Family Relations.*—Plans are now being made for the Conference which will meet in July. Details of the Conference can be secured from the Chairman, Nadina R. Kavinoky, M.D., 1930 Wilshire Boulevard, Los Angeles, California.

*Conference on Conservation of Marriage and the Family.*—The sixth annual conference under the leadership of Ernest R. Groves, director, was held at the University of North Carolina and Duke University, April 9-12. Pioneer undertakings in the field of marriage and the family were given representation as well as more mature developments. The evening sessions were given over to addresses: Criteria of Success in Marriage by E. W. Burgess; Marriage Maladjustments, Their Causes and Treatments by Robert L. Dickinson, M.D.; and The Venereal Diseases with Emphasis upon Those Less Known than Syphilis and Gonorrhea by Bayard Carter, M.D.

The discussion sessions which covered a wide area of interest were led by the following persons: Developing a Course in Marriage for College Men, O. T. Binkley; Developing a Course in Marriage for College Women, Olive M. Stone; Instruction in Preparation for Marriage in the Junior College, Aline Ward; Developing Instruction in Preparation for Marriage and Family Life at the High School Level, Jessie M. Schnopp; Religion and the Family, Mason Crum; Ministerial Counseling, Vincent Long; Student Counseling, Ray V. Sowers; Social Case Work and Problems of Family Life, John A. Riemers; Social Work and Domestic Adjustment, Goldie Basch; Recent Trends in Domestic Law, John S. Bradway; Pregnancy and Prenatal Care, Richard L. Pearse, M.D.; Endocrinology and Adolescence, E. C. Hamblen, M.D.; Recent Literature, Donald S. Klaiss and The Psychology of Marital Adjustment, Joseph K. Folsom.

*Iowa Conference on Family Relations.*—The first annual meeting of the Iowa Conference met at Cedar Rapids, March 14-15, in conjunction with the Third Annual Conference on Family Relations for Students and Parents under the sponsorship of the department of sociology of Coe College.

A symposium led by Clyde W. Hart on the topics of Current Objectives and Programs of Education for Family Life, included speakers representing different groups with contributions from their respective fields.

L. E. Garwood, Secretary of the Conference, introduced the Conference personnel at the dinner meeting, at which President C. Arnold Anderson spoke on Purposes, Plans and Problems of the Iowa Conference.

The Seven Pillars of Family Strength was the subject of an address by Ellsworth Faris at the morning session, opened by a welcome extended by H. M. Gage, President of Coe College.

Topics of the Third Annual Conference were: Walking Backward into Marriage, Things that Count in Courtship and Education for Marriage presented by R. E. Dickerson. Mrs. Jessie Runner led the discussions of students, parents and others.

The workshop session had as its aim to adapt research materials to educational programs in family relationships. The Economic Decisions of the American Family was the topic of Dr. Mary Jean Bowman with discussion by Alma Jones, Grace Chaffee, Merle Ford, Paulena Nickell, Dorothy Simmons and Minna Wikoff.

The luncheon and business meeting was devoted to organization problems, suggestions for the 1941 meeting and plans for supplementation of the work of the Conference during the year.

At the final afternoon session, Jesse A. Jacobs spoke on Community Backgrounds for Constructive Family Life. C. N. Burrows led the discussion in which Laetitia Conard, J. H. Ennis, F. E. Haynes, Alice Kirwin, Mrs. Van der Linden, Nevin Nichols and Ray E. Wakely participated.

*Kalamazoo Conference on Family Relations.*—The department of education of the Institute of Family Relations of Los Angeles, California, and several sponsoring organizations of Kalamazoo, Michigan, held the Conference on February 19 and 20. Addresses by Dr. Paul Popenoe on What is Happening to the Family? and Some Problems of Adolescence were given. Junior Members of the Family Partnership was the topic of Mrs. Howard F. Bigelow's talk. A symposium, the subject of which was viewpoints on the family had as contributors Dr. Paul Popenoe speaking on The Family and Heredity, Dr. J. J. Burns on The Family and the Community and Dr. Paul L. Thompson on The Family and Personality Development.

Round table discussions were held on Growing Up Emotionally, Fred Adams, chairman; Marital Adjust-



ments, Russell Doney, chairman; Parents as Counselors, Mrs. Robert R. Russel, chairman; How Can the Family Function under Present Economic Conditions? Everett R. Hames, chairman and How Tell My Child about Sex? Mrs. Fred Sebert, chairman.

Dr. Paul Popenoe made the banquet address on Making Marriage a Success, after which a panel discussion was held with A. E. Stoddard, Dr. Raymond L. Hightower, Mrs. John Hornbeck, Mrs. Lyman Judson and Mrs. Thomas Wylie as participants. The other concluding session, held at the same hour, was a young people's forum, led by Dr. Popenoe, on Looking Forward to Marriage.

*New York State Conference on Marriage and the Family.*—The fourth annual meeting of the New York State Conference was held in New York, April 12 and 13, under the chairmanship of Dr. Sidney E. Goldstein. The first session was devoted to the discussion of the subject Youth and Marriage, Stanley P. Davies, Community Service, presiding.

The second session of the theme Personality Adjustments within the Changing Family Today, with H. P. Fairchild, New York University, presiding, was addressed by Adolf Meyer, M.D., President of the National Conference on Family Relations, Abraham Meyerson, M.D., and Emily H. Mudd, Philadelphia Marriage Counsel.

The third session upon The Reinterpretation of Social Movements in Terms of the Family, was devoted to a follow-up of the White House Conference on Children in a Democracy with special emphasis upon the family as the basic unit in providing for the welfare of the child. Papers presented were: The Family as a Threshold to Democracy, James S. Plant, M.D., Essex County Children's Clinics; Health and Family Welfare, C. Winslow, School of Public Health, Yale University; Housing, Homes and the Family, Edith Elmer Wood, Consultant,

United States Housing Authority and Economic Security and the Family, Dr. A. F. Hinrichs, Chief Economist, U. S. Department of Labor.

*San Diego Conference on Family Relations.*—The fifth annual Conference was held from March 4-8 on the theme "New Demands upon Family Life," under the sponsorship of twenty-six agencies. Dr. Frank Lowe is president, and other officers are John Aseltine, vice president; Mrs. Lenore Panunzio, secretary and Eleanor Mead, treasurer. Dr. Lois Hayden Meek of Oakland gave an address at the first general session upon New Demands upon Family Life.

Fireside group discussions were held during the week in more than 150 homes throughout San Diego. At these discussions a small number of invited guests met and discussed informally the topics growing out of the general theme under consideration. Larger group meetings were held in schools, churches, clubs and Y's.

Richard Ault was chairman of two Adult Education Forums, and Mrs. Don Horner of the Coordinating Council. Dr. Roswell Johnson was the speaker at the Friday luncheon. Gene McCormack was chairman of the meeting of the Youth Group which had as its topic "New Demands upon Youth in Preparing for Family Living." Dr. Kenneth Barnhart spoke at the dinner meeting on the topic of "Marriage and Family Relations."

At the last general session a symposium was held which included The Family—A Training Ground for Democracy, presented by Fred W. Morrison; A Mother Looks at Modern Family Life, by Mrs. Ernest Cleverdon; Disintegrating Factors in Family Life, by Dr. George A. Warner and Building Toward Family Security, by Canon C. Rankin Barnes.

The Conference closed with the pageant, Community Strength Toward Family Security, a passing revue of community resources that contribute to family security, which was directed by Dr. Frank Lowe.

## Meetings and Events

*American Eugenics Society.*—The California Division of the Society has announced the following monthly public library lectures held in the Los Angeles Public Library: Should We Raise the Birth-Rate? by Dr. Ray E. Baber, Heredity and You by Dr. Catherine V. Beers, What Science Could Do for Matrimony by Dr. Edwin O. Palmer and Sex Differences by Dr. Hulsey Cason. The series ends with the May lecture.

*American Home Economics Association.*—The next annual meeting will be held in Cleveland from June 25-27. Among the subjects to be treated is The Family and Social Change on which a symposium will be held.

The Association is offering a new service, Family Life Education Service, which presents information on

various phases of education for family living. Edna N. White is chairman of the Association's advisory committee on child development and parental education, which is sponsoring the service. Further information may be secured from the Association's office, 620 Mills Building, Washington, D. C.

*American Social Hygiene Association.*—The 27th annual meeting was held with the cooperation of the United States Public Health Service, American Medical Association, American Pharmaceutical Association, approximately 100 state and local sponsoring organizations and the Chicago Coordinating Committee on Social Hygiene Day at Chicago on February 1-2.

Speakers at the first session on Fundamental Back-



ground Problems and their topics were: Mrs. Frances B. Strain, Sex Education; Jessie F. Binford, Prostitution and Sex Delinquency; Walter Clarke, M. D., Popular Health Education and Charles E. Miner, Can the Community Unite to Solve Social Hygiene Problems? E. W. Burgess and Alphonse M. Schwitalla were discussion leaders.

Other sessions were devoted to: professional cooperation, the problems of quackery, facilities for diagnosis and treatment, adequacy of training and role of private physician, pharmacy and medical practice laws and their enforcement and popular health education. Round table discussions dealt with gonococcus control, premarital and prenatal laws and sex education. Addresses at the dinner session were made by Thomas Parran, M.D. and Nathan B. Van Etten, M.D.

*American Youth Commission.*—At a conference of prominent educators called by the Commission in March, as a result of cooperative studies and conferences carried out by the U. S. Office of Education, the National Youth Administration, the Civilian Conservation Corps, The United States Employment Service and the American Youth Commission, there was revealed a wide-spread need for public education to provide more realistic training for the vast majority of youth entering the labor market. The Conference, of which Ben G. Graham is chairman, will prepare a report for the Commission suggesting possible changes in secondary school programs to bring them more directly in line with present-day requirements. At the present time more than 70 percent of the boys and girls who go to high school (about 65 percent of all boys and girls in the United States) are destined to become manual workers; nevertheless, a majority of high school curriculums are designed chiefly to prepare students for college or for white collar jobs.

The need for local surveys leading to community programs of action as a first step in the solution of the nation's "number one unemployment problem" represented by 4,00,000 idle youth, was stressed by Floyd W. Reeves, Director of the Commission, in a recent talk now available in mimeographed form.

*Association for Childhood Education.*—The 47th annual convention will meet in Milwaukee, April 29-May 3. Broadening Educational Opportunities in Your School is to be the theme of the meeting, at which Bess Goodykoontz, Frank Baker, Louis Adamic and Wm. G. Carr will be among the speakers. Nine subjects will be divided into 23 study classes under the direction of Edna Dean Baker and her assistant, Ruth Kearns.

*Association for Family Living.*—Two new courses for members and other interested persons were scheduled during April. What Every Young Father Wants to Know was one of the topics considered in the series planned for *Men Only* during April. The meetings were led by outstanding young physicians and specialists with

the man's point of view.

The Expectant Mothers' Course has become an annual tradition of the Association and is meeting during May. This year the course will consider the problems and privileges arising from the advent of a new baby in the family.

The Association recently conducted in Chicago a study course for members and other interested persons. The course, meeting once a week for six weeks, included: What Parents Want for Adolescents, At the Threshold of Puberty, What Adolescents Want and Need, New Freedoms, Working Out Relationships as the Family Grows Up and The Art of Being a Parent. Books and pamphlets are available at the organization's office, 220 South State Street, Chicago, Illinois.

*Consumer Education.*—The second national conference on Consumer Education met April 1-3 at Stephens College in Columbia, Missouri. General meetings dealt with the topics: some special approaches to consumer education, what is consumer education, vitalizing economic education, finding the facts educators need to know about consumers and commodities and economic issues of interest to consumer educators. A forum on what should be taught about advertising in a consumer course, round tables on consumer education topics and a student panel on consumer education for college students completed the program.

*Cornell College.*—Dr. Paul Popenoe, guest speaker on March 8 at the conference held for Iowa coeducational college women students and the College, gave a lecture on Making Marriage a Success and led a discussion on How Can Colleges Prepare Their Students for Marriage and Parenthood?

*Cornell University.*—The increase in the average enrollment in the course on the family at the New York State College of Agriculture is an indication of the growth of interest in this subject since 1919. This course was entitled Rural Family from 1919 until 1929, when its title was changed to The Family. Warren S. Thompson taught the course the first year, after which it was taught by Dwight Sanderson until 1935, at which time L. S. Cottrell, Jr., became the instructor. Since 1932, the course has been offered in both semesters. The average enrollment until 1922 was eight, from 1923-25, 15; by 1932-35, the average enrollment had jumped to 99, and between 1936-39, it was 171. The course is now offered in the new department of sociology and anthropology. In addition, similar courses on marriage and family relations are given in the department of family life in the College of Home Economics.

At the seventh annual summer session conference, August 8-10, Youth and Management will be the general topic of discussion; individual sessions will be devoted to planning, saving, borrowing and insuring.



Among the speakers are: H. E. Babcock, B. H. Francis, Edmund E. Day, Helen Canon, Whiton Powell, Mark Entorf and F. M. Thurston.

*The Educational Radio Script Exchange.*—The Federal Radio Education Committee created the Exchange in October, 1936 to serve as a clearing house for Educational Radio Scripts and other information. On March 4 was printed the first complete list of services offered by the Exchange for furthering the cause of American education. The four major services of this agency are radio scripts, production aids, information and idea exchange and recordings. Since its establishment the Script Exchange has filled requests for more than 250,000 copies of scripts received from about 12,000 groups throughout the United States. Several hundred local educational and civic organizations, government agencies and radio stations cooperate in the undertaking and have contributed about 3,000 educational scripts to the files of the Exchange since its organization.

Five hundred and thirteen programs selected by a special script-reviewing committee on the basis of quality and on the kinds of requests for program material are listed in the new Fourth Edition Catalogue; they include scripts on children's radio programs, parent education and vocational guidance. Through the Exchange's Circulating Library these scripts are now available to qualified groups actively interested in educational radio. Scripts may be borrowed without charge for a period not exceeding four weeks.

Further information may be obtained from the Educational Radio Script Exchange, U. S. Office of Education, Washington, D. C.

*Family Life Radio Forum.*—Since October, 1939 the Forum has been broadcast over WNAD and the Oklahoma Network composed of seven stations on Tuesdays from 2:30 to 3:00. This series will continue through May 23. It is sponsored by the University of Oklahoma with the assistance of the Office of Education of the United States Department of the Interior and the following cooperating agencies: Education Division, Works Progress Administration; Extension Division of A. and M. College; Home Economics Division of the State Department of Education; Oklahoma Congress of Parents and Teachers and Oklahoma Division, American Association of University Women.

The purposes of the Forum are (1) to give information to individuals and to study groups, (2) to stimulate further reading and study on the part of listeners and (3) to demonstrate some methods of adult education. Membership is available to individuals through separate application or through enrollment in a radio group. The Forum furnishes material to its members. The series is composed partly of forum discussions and partly of dramatizations. Detailed information can be obtained

from the Forum Director, Dr. Alice Sowers, Professor of Family Life Education, University of Oklahoma, Norman, Oklahoma.

*Human Betterment Foundation.*—The Foundation of Pasadena recently announced that California sterilizations increased by 785 during 1939. This brings the total number of sterilizations in California institutions, as of January 1, 1940, up to 12,941. The California sterilization law has been in force since 1909, and more operations have been performed in California than in any other state. At the present time 29 states and Puerto Rico have sterilization laws on their statute books. The number of sterilizations being performed in private surgical practice is unknown.

*Lesley School, Cambridge, Mass.*—Miriam W. Haseltine has been giving since February a new course in family relations to domestic science students.

*Marriage Study Association.*—An Institute on Successful Marriage was held by the Association in connection with Simmons College in Boston, March 25-27. The topics for discussion and the speakers were: The American Family in a Modern World, Ernest R. Groves, University of North Carolina; Sketches from the Daybook of a Marriage Counselor, Mrs. Stewart Mudd, Marriage Counsel of Philadelphia; Ideal Marriage in a Democratic Society, Sidney E. Goldstein, New York State Conference on Marriage and the Family and A Consultation Service for Marriage, by Miriam Van Waters, Superintendent, State Reformatory for Women, Framington. Group discussion meetings were held on marriage in a changing society, the enduring aims of marriage, and community organization and successful marriage. Dr. James C. Janney is President of the Association.

*Metropolitan Life Insurance Company.*—Recently announced are the results of the Company's statistical calculations on the chance of a married couple to celebrate their golden wedding anniversary. If the couple were married when the man was 25 and the woman 22, the chance that both will be alive 50 years later is about one in six. The chance that the marriage will also survive depends upon the divorce rate. Los Angeles County found that the chance of an average couple residing in that county celebrating their fiftieth wedding anniversary was about one in twelve.

*National Boys and Girls Week.*—April 27 through May 4 will be celebrated throughout the United States and other parts of the world as Boys and Girls Week. The Rotary Club of New York City in 1920 held the first Boys Week. By 1923 Boys Week was celebrated in 600 cities, and by 1927 Great Britain, Australia, China, Japan, Cuba, Mexico, Puerto Rico, New Zealand, South Africa and South America were reporting observances. Practically all countries now participate in the celebration of this week. Boys and Girls Week seeks "the



betterment of youth and has the respect, cooperation and appreciation of all agencies" and local communities.

*National Catholic Conference on Family Life.*—The Conference held its annual meeting at New Rochelle, New York, on April 10, under the sponsorship of the College of New Rochelle. Besides the general sessions, special sessions for students and other young people were held throughout the day. The preliminary program was arranged by Sister M. Mildred Knoebber, Mary Costelloe, Mrs. Hugh Wall, Jr., Mrs. Richard Purcell, Dorothy Abts and the Rev. Dr. Edgar Schmiedeler, presiding in the absence of the president, Henry C. Schumacher, M.D.

*National Conference of Social Work.*—The conference will meet for its 67th annual meeting in Grand Rapids from May 26–June 1. General sessions will be devoted to the consideration of the following topics: social work at the turn of the decade, essentials of an adequate relief program, crucial issues in industrial relations, the new meaning of patriotism: a promise to American youth, the place of the United States on the international stage and making democracy work.

Sections represented will be social case work, social group work, community organization, social action and public welfare administration. Special committees will deal with the following subjects: delinquency, education for social work, interstate migration, national health program, older children, refugees, social aspects of housing, social work in rural communities and unmarried parenthood.

Programs and information may be secured from the Conference office, 82 North High Street, Columbus, Ohio.

*National Council of Parent Education.*—The Council under the leadership of Joseph K. Folsom, chairman, is expanding its work along the following lines: (1) the provision of a clearing house for information on problems of parent education and family life, (2) the provision of professional stimulation and development by such activities as assisting in diffusing the results of research and opportunities for sharing experiences through national meetings, assisting organizations and communities in developing programs of family life and preparing bulletins and (3) the stimulation and guidance of public interest in the field of family living through such activities as regional and state conferences. This formulation of functions was voted at an informal meeting of the Council at Chicago, February 21, after a discussion by a voluntary committee on the Future of the National Council of Parent Education.

The Bulletin of Family Research and Education, issued six times during 1940, replaces Parent Education as the publication of the National Council. It includes abstracts, reviews and comments on books and thirty-four periodicals in the field of family research and education. News and announcements are also included.

The Council has recently distributed a list of publications which may be secured from the Child Study Association of America, 221 West 57 Street, New York City, which is acting as agent for the Council in the sale of its past publications. Members of the Council will receive a 20 percent discount on their orders. Included in the monographs available are: The Field of Parent Education: A Survey from the Viewpoint of Research by Helen L. Witmer, Three Family Narratives (for use in parent study groups) by George K. Pratt, M.D., and Can Parent Educate One Another? A Study of Lay Leadership in New York State by Mary L. Shirley.

Among the brochures and reprints of interest to members of the National Conference are: Bibliography on the Organization and Conduct of Marriage and Family Counseling Services by Frances W. Herring, Marriage and Family Counseling, Parent Education and Psychoanalysis, Family Relationships in the Secondary Curriculum, Problems for Parent Educators, Volume II by Eduard C. Lindeman and Flora M. Thurston, Patterns of Family Control in Historic Cultures by Eustace Haydon, How New Deal Agencies are Affecting Family Life by M. L. Wilson, and "Facing Reality" in Family Life by Lawrence K. Frank. Articles listed by title only are reprints from Parent Education.

The new Bulletin of Family Research and Education to which members of the Council are entitled, is the only publication which will be handled from the Council's office at Vassar College, Poughkeepsie, New York.

*New York State Department of Mental Hygiene.*—According to a survey recently made by Dr. Benjamin Malzberg, statistician of the Department, first-born children are no more likely to become victims of mental disease than are those born later. It has recently been indicated that much mental disease is associated with birth injury and that the first-born is likely to have a more difficult birth than his successors. Dr. Malzberg's study indicates, however, that "there is no increase in the burden of insanity" among oldest children.

*Parents' Magazine.*—The fourteenth annual award of the magazine was presented to Mrs. Sidonie Matsner Gruenberg for her book, *We, The Parents*, published by Harper and Brothers. Honorable mention was given to the following books, which also make distinctive contributions to the field of family relationships: *Parents and Children Go to School* by Dorothy W. Baruch, Scott, Foresman and Company, publishers; *Your Child's Music* by Satis N. Coleman, John Day Company, publishers; *Children from Seed to Saplings* by Martha May Reynolds, McGraw-Hill Book Company, publishers; *You and Heredity* by Amram Scheinfeld, Frederick A. Stokes Company, publishers; *Reorganizing Secondary Education* by V. T. Thayer, Caroline B. Zachry, and Ruth Kotinsky for the Commission on Secondary School Curriculum of



the Progressive Education Association, D. Appleton-Century Company, publishers and *Predicting Success or Failure in Marriage* by Ernest W. Burgess and Leonard S. Cottrell, Jr., Prentice-Hall, publishers.

*Premarital Examinations.*—Such examinations are now required by law in one-third of the states. It has been found that about one per cent of those tested have syphilis. Since the laws prevent the entrance of infected persons into marriage, they have a eugenic effect if they thus prevent stillbirths and miscarriages in otherwise sound families.

*Remarriage of Divorced Persons.*—A study of the practice of the various Protestant churches with regard to remarriage of divorced persons is now being made by the Federal Council's Committee on Marriage and the Home as the result of a suggestion of the Episcopal Commission on Marriage and Divorce. One purpose is to find out how much interdenominational comity prevails or is possible with reference to this problem. It is hoped that one result of the study will be an agreement between the churches to the effect that clergymen of one denomination will not remarry a divorced person of another church who could not be remarried with the sanction of his own church. At the present time there is a diversity of practice resulting from a lack of a consistent policy in respect to remarriage of divorced persons.

*Southwestern Sociological Society*—Included in the program at the meeting of the Society at Dallas on March 22

were the following: Personal Rights under the Marriage Contract in Louisiana, a speech by R. H. Bolyard, Southwestern Louisiana Institute and *Changing Concepts of Marriage and the Family* by Henry L. Pritchett, Southern Methodist University. Participating in the round table discussion on the responsibilities of departments of sociology for offering courses in training for marriage were H. L. Pritchett, who spoke on *Counselling Outside the Class as Part of a Course on Marriage and Family Relations*, Dr. Ercel S. Epprecht whose topic was *Contributions of Home Economics Departments to College Courses in Marriage and Family Relations* and Alvin Good who gave a report from the National Conference on Family Relations.

*Standards for Employment of Women in Industry.*—The Women's Bureau of the United States Department of Labor has recently recommended this article, Bulletin No. 173. Statements are made on the need for standards, the development of standards, working time, wages, working conditions, industrial home work, employer-employee relations and workers and government. Among the references are *The Commercialization of the Home Through Industrial Home Work and Women at Work. A Century of Industrial Change.* 1939.

*U. S. Office of Education.*—This office, a division of the Federal Security Agency, has recently announced that an increasing number of states is giving scholastic credit for CCC class work.

## Summer Schools

*Boston University.*—David D. Vaughan will offer a course in the family.

*University of Buffalo.*—Donald Super will offer with the assistance of Olive Lester and members of the Summer Session staff a laboratory course in the adjustment of educational offerings to the needs of out-of-school youth. Development and growth of young children will be taught by Mary B. Parke.

*Catholic University of America.*—Ruth Reed will give a course in problems of the low-income family.

*Chautauqua Summer School.*—Two courses on social hygiene education will be given by Mabel Grier Leshner, M.D., the first for trained teachers and leaders in sex-character education and the second, concerned with the adjustment of the later adolescent and of the adult in marriage and social relations. The session will be held at Chautauqua from July 8 to August 16.

*University of Chicago.*—A Conference on Programs for Housing Improvement, upon elements in the housing problem, both rural and urban, will be held under the auspices of the Department of Home Economics, June 28-29.

Workshops for elementary, high school and college teachers will offer among other subjects the study of adolescents and counseling.

Courses in the field of family relations offered in the Summer Quarter include: economic problems of the family by Hazel Kyrk, family living by Mildred Weigley Wood, child development and guidance by Helen Koch and the family by E. W. Burgess.

*Claremont Colleges.*—Una Bernard Sait will teach a course on the family for undergraduate students and a graduate seminar for individual studies in family relations and problems. The second course is listed under both education and sociology.

Professor Sait will also serve on the Workshop Staff as counselor on problems of the family in the Progressive Education Association's Claremont Workshop.

*University of Colorado.*—Willard Waller, Barnard College, will teach a course in sex education and W. S. Bernard one on marriage and the family.

*Columbia University.*—Courses in the field of the family will include: the contemporary family by A. G. Truxal of Dartmouth College, two courses: family and



community standards of living and family economics and consumer education by Benjamin R. Andrews, three courses by Helen Judy-Bond: home management and family life education, education for home and family life in adult education and family social relations, and a course by Neva Henrietta Radell on individual and family financial planning and record keeping.

*Cornell University.*—The following courses will be offered: family experience and individual adjustment, family relationships and personality development, child guidance and seminar in family life.

*Harvard University.*—C. C. Zimmerman will offer a course on the family. Announcement of the New England Conference on Family Relations is given elsewhere in this issue.

*University of Illinois.*—B. F. Timmons will teach a course on marriage and the family. The average enrollment in this course in the summer is between 40 and 50; during the regular semester the number is approximately 250.

*Iowa State College.*—Courses offered will be sociology and the family by G. H. Von Tungeln and family finance by an instructor not yet designated.

*State University of Iowa.*—At the regular summer session of the Iowa Child Welfare Research Station, Ruth Updegraff will teach a course in experimental psychology of childhood and George Dinsmore Stoddard, director, will offer a course in psychology of adolescence. Other subjects offered in the field of child development and parent education are: child behavior and personality by Kurt Lewin, education of the young child by Professor Updegraff and selected studies in home management.

The Station will hold a conference on Child Welfare in June. Problems of the adolescent in the family will be stressed.

*University of Kansas.*—Viola Anderson will give courses in standards of living and family finance and Esther E. Twente a course in the family.

*Kent State University.*—John Cuber will teach a course on the family, which he gives each semester to approximately 100 students.

*Michigan State College.*—Ernest and Harriet Mowrer will teach the course in marriage, each sharing part of each two-hour period, a procedure that will allow considerable specialization. Mrs. Mowrer will take the clinical and practical aspects of the work, while Professor Mowrer will assume responsibility for the historical and more strictly sociological aspects.

*University of Minnesota.*—J. K. Folsom of Vassar College will teach a course on the family.

*University of Missouri.*—Arthur S. Emig will give a course on the family.

*University of North Carolina.*—Ray V. Sowers of Florida Southern College will teach a course in the family.

Donald S. Klaiss will offer courses in marriage and teaching of marriage.

*University of North Dakota.*—A course on home problems for men will be given by the Home Economics Department staff, and a course in the family and family relationships will be offered by John M. Gillette.

*North Texas State Teachers' College.*—A play school will be conducted for the first time at the College in connection with the Home Economics Department. The school will be the means of teaching family relationships to graduate students interested in adult education or in teaching child development to high school students. Problems of organization and administration of play schools will be studied, and methods used in teaching adult classes and subject matter of interest to adults in the field of home-making will be considered. Students enrolled in the course will conduct a play school, and the parents of children enrolled will meet regularly to discuss subjects related to pre-school children. Students will have an opportunity of helping with parent groups, thus gaining actual experience in working with adults.

*Northwestern University.*—The study of adolescents and counseling are two subjects that will be dealt with in the workshop.

*Ohio State University.*—A ten-day Institute on Home Living with Paul Popenoe and others will be held July 25 to August 3. Emphasis will be placed upon family relationships, housing and consumer buying.

*Oregon State College.*—The course on family relationships will be given by Gladys H. Groves and Sarah W. Prentiss and the course on the family by R. H. Dann.

*University of Oregon.*—Meyer Nimkoff of Bucknell University will teach a course in marriage and the family.

*University of Pennsylvania.*—R. H. Abrams will teach the course on the family.

*Pennsylvania Workshop at Pennsylvania State College.*—Amanda Eversole, who will serve on the workshop staff, will have charge of the work on home and family relationships and their significance for the curriculum and Merle H. Elliott, the work on study of adolescents, counseling and curriculum planning.

*Southern Methodist University.*—Courses in the family and mental hygiene of childhood will be offered by H. L. Pritchett.

*Syracuse University.*—Evelyn Herrington will be in charge of the part of the workshop dealing with home economics and family relationships as aspects of the general curriculum, and Katherine W. Taylor the part dealing with adolescent growth and development, home and family relationships and parent education.

*University of Tennessee.*—W. B. Jones, Jr. will teach a course in the family during both terms. A large part of the course is concerned with family relations.



*University of Texas.*—Kingsley Davis of Pennsylvania State College will offer a course on the family.

*Vanderbilt University.*—E. T. Krueger will give the course on the family.

*Vassar Institute of Euthenics.*—The fifteenth annual session of the Institute which is devoted to the study of human relationships and the application of the arts and sciences to the betterment of human living is scheduled from June 20 to July 31 at Poughkeepsie.

The sessions on Woman's Education, Present and Future are an integral part of the Institute but are also planned as a separate unit for alumnae attending Vassar's 75th Anniversary Celebration. Henry Noble MacCracken, President of Vassar College and the Institute, Eduard C. Lindeman and Margaret Mead are to lecture during this period. Discussions will be led by Helen Lockwood, W. Carson Ryan, Jr. and Ruth Andrus.

During the remainder of the Institute the major themes

of discussions will be: child development, family relationships and guidance under the leadership of Mary Shattuck Fisher and Caroline B. Zachry, and conservation of family resources: budgeting the income, feeding the family and furnishing the home under the leadership of Gladys Beckett Jones, Muriel Cox and Laura Leonard.

A workshop for the Study of Personality Development will be conducted by Caroline B. Zachry, Benjamin Spock, M.D. and Edwin Morgenroth.

For further information write Dr. Ruth Wheeler, Institute of Euthenics, Vassar College, Poughkeepsie, N.Y.

*University of Virginia.*—F. W. Hoffer will give a course on the family and marriage.

*University of Washington.*—Arthur E. Wood of the University of Michigan will teach a course on the family during the first term.

*Western Reserve University.*—H. E. Adams will teach the course on the family.

## Personal Notes

James H. S. Bossard has recently completed a study showing that one marriage out of every five involves a remarriage for one or both partners. One marriage out of every sixteen is a remarriage for both, and one-half of the persons who remarry select single partners.

Education for Christian Marriage contains chapters on the implications for family life from such disciplines as theology, sociology, psychology, medicine and law written by various specialists and which have been brought together by the Editor, A. S. Nash, Joint Secretary of the Church of England Moral Welfare Council. The book is modern in its approach to a real and admitted problem.

Employed Women and Family Support, a study based on the family schedules of the Bureau of the Census, was recently published by the United States Department of Labor Women's Bureau, for whom it was written by Mary Elizabeth Pidgeon and Margaret Thompson Mettert. Schedules for more than 58,000 gainfully-employed women in three representative industrial communities: Fort Wayne, Indiana, Bridgeport, Connecticut and Richmond, Virginia, were used in the study.

*The Family*, beginning with the March, 1940 issue appears with the sub-title, *Journal of Social Case Work*. *The Family* has ceased to be the official organ of the Family Welfare Association of America by which it is still published. The new official organ of the Association is called *High Lights*.

Getting Ready to be a Mother, of which Carolyn Conant Van Blarcom, R. N. and Hazel Corbin are collaborators, was published in its fourth edition in March; this also marks the twenty-sixth printing in the United

States. Most of the illustrations are new; they include the first published reproductions of the models exhibited by the Maternity Center Association at the World's Fair. The book is concerned with the infant who is considered to be nine months old at birth and with the physiological, psychological and financial aspects of motherhood.

*A Girl Grows Up* by Ruth Fedder, a guidance counselor for many years, aims to help adolescents understand themselves. It is written for teen-age girls and is published by McGraw-Hill Book Company.

*Housing in Scandinavia* was written by John Graham, Jr., a prominent former Philadelphia architect and now with the United States Housing Authority. The material was gathered on several extensive trips to the far-northern democracies on whose ways of life the book is a commentary.

Judge Joseph Sabath was honored on March 25 by a tribute unusual in judicial history which was accorded him on the occasion of a double anniversary: 30 years of continuous service on the Cook County Bench and his 70 years of living.

More than 1,000 persons attended the testimonial dinner held in his honor at the Palmer House; many of these were couples whom he had helped to effect reconciliations instead of divorces in his courtroom. Judge Sabath estimated that fifty percent of the reconciliations of 3,400 couples which he had helped to arrange in his sixteen years in the Divorce Court were permanent.

Elizabeth S. Johnson is the author of a study on *Welfare of Families of Sugar-Beet Laborers* recently published by the Children's Bureau of the United States Depart-



ment of Labor. It is concerned with child labor and its relations to family work, income and living conditions in 1935.

Life and Growth by Alice V. Keliher, published by D. Appleton-Century Company, a development from the work of the Commission on Human Relations of the Progressive Education Association, considers the concerns and needs of adolescents throughout the time of their growth from childhood to adulthood. The Association for Family Living reports that this book has been used effectively in its work with youth groups.

Matrimonial Shoals by Royal D. Rood was recently published by the Detroit Law Book Company.

Paul V. McNutt, Federal Security Administrator, announced on March 15 that Muriel W. Brown, who has Civil Service status, has been appointed Consultant in Family Life Education in the U. S. Office of Education. Dr. Brown is well known to home economics education workers. She will assist the states in developing programs of education for home and family life to reach both sexes and all age groups, and aid in the further development of fundamental homemaking education for youth and adults and in the development of community programs of education for home and family living. She will endeavor to develop means of evaluating progress in such programs.

Modern Marriage edited by Moses Jung, brings to-

gether the contributions of nineteen experts dealing with the sociological aspects of marriage and the family, problems of mental hygiene, economics of marriage and legal aspects. The book, published by F. S. Crofts and Company, is an outgrowth of the marriage course at the University of Iowa.

Modern Marriage will be published in its second edition in June. Dr. Paul Popenoe's handbook, addressed primarily to men, contains the results of Dr. Popenoe's twenty-five years of observations and studies of individuals and groups. The book is concerned mainly with the biological aspects of marriage and their implications.

Personality and Problems of Adjustment, written by Kimball Young while at the University of Wisconsin, is published by F. S. Crofts and Company. The two main sections of this work, which is designed for use in courses in psychology of personality and as a reference book in mental hygiene and genetic psychology, are The Fundamentals of Personality and Selected Problems of Personality.

We, the Parents, by Sidonie Matsner Gruenberg, Director of the Child Study Association of America, is a book valuable to parents.

Your Marriage: A Guide to Happiness, by Norman E. Himes, Colgate University, will be published by Farrar and Rinehart in May.

## Problems in Family Relationships Among Young Married Adults

(Continued from page 43)

says, 'Keep calm! Don't get excited!' Isn't that awful? What could be worse than that to say to someone who is just about to boil over?" Another confessed, "We've gotten to the stage where we get 'hot' over things so my parents refuse to argue with me any more." One of the men said, "I'm kind of hot-headed, but my wife stays cool, so we get along. My father is just like I am, and I've had a couple of experiences now, so I keep away from arguments."

In summarizing all of the above information the following generalizations are proposed:

1. Evidence of widespread and frequent disagreements between young husbands and wives, formerly college students, is almost totally lacking. Not more than one out of five persons said that he frequently disagreed with his husband or wife on any of the topics listed in the questionnaire. This bears out the generally believed claim that among persons who represent the upper levels of the population in terms of educational, intellectual and cultural status, marital friction is relatively infrequent.

2. Where conflicts and disagreements between hus-

bands and wives did arise they were most likely to center around the issues of income management, relatives, and recreations.

3. For approximately one out of five individuals, conflicting demands of job and family for time represent a probable source of disagreement.

4. For young married people who have children differences with parents and parents-in-law over problems of child care and training are sources of frequent argument in one out of five instances.

5. And, finally, some evidence indicated that personality factors of temperament and feeling may give rise to conflicts as frequently as specific topics or issues. Perhaps the most startling evidences of unfortunate adjustment are the facts that one of four women easily becomes homesick for her parent's home, that two out of five men and women claim their feelings easily get hurt, and that a general tendency seems to exist among men and women, revealed by their comments during interviews, that leads towards avoidance of discussing purposely those topics or issues about which they have had severe arguments in the past.